Shafter High School

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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Kern High School District
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Associate Superintendent, Human Resources

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Associate Superintendent, Instruction

Dean McGee, Ed.D.
Associate Superintendent, Educational Services and Innovative Programs

School Description

This is the 89th year that Shafter High has been dedicated to providing all students the opportunity to become academically successful as well as supporting the personal and social development of our students. Our goals each school year is to focus on educating the whole student and believe we do this each and every day. With the implementation of PBIS, Shafter PRIDE, and recognizing that educating the whole child involves both social and academic expectations we are creating a learning environment that will matriculate successful young adults.

Shafter High School is currently one of eighteen comprehensive high schools in the Kern High School District, the largest 9-12 school district in the state of California. The campus sits on a 79.99 acre site located in the central boundaries of the City of Shafter. The school is comprised of 66 classrooms; an on-campus intervention facility; two computer labs; a library that consists of a 28-station computer lab; a 983-seat auditorium with fly system and stage lighting; a cafeteria; a student store; two gymnasiums; two weight rooms; an agricultural farm that includes a mechanics lab, animal husbandry lab, and hay barn; an administrative building; and numerous athletic facilities which include a football stadium, baseball fields, softball fields, outdoor basketball courts, tennis courts, and practice fields.

Shafter High's staff consists of a principal, two assistant principals, a dean, a Title I/ELL coordinator, an athletic/activities director, 6 full-time counselors, a certificated on-campus interventionist, an interventionist, 77 certificated employees, and 86 classified employees. Of these staff members, 14 teachers and 12 classified personnel are proud alumni of Shafter High School. Based on the most current data the ethnic make-up of the teaching and support staff is 47% White, 40% Latino/Hispanic, and less than 1% African-American. Administrators, teachers, instructional assistants, campus security personnel, food service workers, custodians, clerical staff, coaches, and all other staff members are committed to providing a clean, safe, and positive learning environment. Shafter High School serves a rural community ranging from upper middle class farmers to migrant field workers. The majority of the student population is comprised of students from lower socioeconomic levels. Shafter High's major feeder school is the local Richland Junior High School; however, Shafter High is also home for students from Buttonwillow Middle School, Maple Middle School and Rio Bravo Greeley Junior High School. The school's current enrollment for the 2018-2019 school year is 1703, and the student body demographics are 90.5% Latino/Hispanic, 7.2% White, less than 1% Asian, African American, Filipino, and Pacific Islander. The English Learner (EL) population represents 16.6% of the school's enrollment and 79% of the student body is eligible for the National School Lunch Program (NSLP). Many of our students are second or even third generation Shafter High students and are proud to say they are "General born and General bred."

Shafter High School is proud to offer an afterschool snack program and dinner program available to all Shafter students for no fee. These nutritious meals are available 5 days a week during the academic school year.

The City of Shafter is committed to providing educational enrichment opportunities to local students and families. In September 2012 the City partnered with Shafter High School and provided finances, tutors, and resources to establish the After-School Tutoring Program. This program continues to be held in the library and is available to all Shafter High students three days a week from 3:00 to 7:00. The City has also partnered with Richland School District and the County of Kern to create the City's Learning Center. The Learning Center shares a building with the Shafter Branch of the Kern County Library and, for a small fee, offers advanced and enrichment classes to all students. Additionally, the City of Shafter has graciously supported Shafter High to create a scholarship program for Advanced Placement (AP) students. AP students who attend three study sessions beyond the school day will receive a scholarship which will be strictly used to offset the cost of their AP test fees.

Vision

We at Shafter High School will ensure that all students learn the skills necessary to achieve success, while promoting academic responsibility, integrity, enthusiasm, and build upon the community's long standing traditions.

Mission

We, at Shafter High School are committed to ensure that all students learn the skills necessary in order to achieve future success. We commit to increasing literacy, academic achievement, social responsibility, and critical thinking by working collaboratively across the curriculum.

Shafter High has chosen to use the acronym PRIDE for both our School-Wide Outcomes and PBIS. We are currently in the process of making this transition complete. The representation below demonstrates the two concepts:

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General PRIDE in ACADEMICS
- Problem Solver: Applying knowledge and skills
- Responsible Member of Society: Personal and social responsibility
- Independent Learner: Resourceful and intrinsically motivated
- Demonstrated Academic Achievement: Literacy and critical thinking
- Explore Post-Secondary Options: Pursue pathways and school requirements

General PRIDE in BEHAVIOR
- Pride in our Shafter community and school traditions
- Respect for the classroom and each other
- Integrity to be honest to your teachers and yourselves
- Determination to complete all that is put in front of you
- Enthusiasm to come with a great attitude, and make everyday a great day!

About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	445
Grade 10	458
Grade 11	428
Grade 12	372
Total Enrollment	1,703

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0.1
Asian	1.1
Hispanic or Latino	90.3
Native Hawaiian or Pacific Islander	0.1
White	7.3
Two or More Races	0.5
Socioeconomically Disadvantaged	88.9
English Learners	13.6
Students with Disabilities	11.4
Foster Youth	0.3
Homeless	0.1

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials for Shafter High School	17-18	18-19	19-20
With Full Credential	83	84	70
Without Full Credential	0	0	6
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Kern High School	17-18	18-19	19-20
With Full Credential	♦	♦	1554
Without Full Credential	♦	♦	132
Teaching Outside Subject Area of Competence	♦	♦	6

Teacher Misassignments and Vacant Teacher Positions at Shafter High School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

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. Students may check out a 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.

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

Textbooks and Instructional Materials

Year and month in which data were collected: August 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Holt, Literature and Language Arts: Third Course, 2003. (9th)
	Holt, Literature and Language Arts: Fourth Course, 2003 (10P)
	Holt, Literature and Language Arts: Fifth Course, 2003. (10G)
	Holt, Literature and Language Arts: Fifth Course, 2003. (11P) Bedford/St. Martin's, The Language of Composition: Reading, Writing, Rhetoric, 2008. (11 AP Literature)
	Holt, Literature and Language Arts: Sixth Course, 2003.(12P/ERWC)
	Harcourt Brace, Perrine's Literature: Structure, Sound, and Sense, 2009. (12 AP Language)
	Hampton-Brown, Edge: Reading, Writing, and Language. 2008. (ELD 1)
	Hampton-Brown, Edge: Level A, 2008. (ELD 2)
	Hampton-Brown, Edge: Level B, 2008. (ELD 3)
	Hampton-Brown, Edge: Level B, 2008. (ELD 3 Advanced)
	Hampton-Brown, Edge: Level C, 2008. (ELD 4)
	The textbooks listed are from most recent adoption: Yes **Percent of students lacking their own assigned textbook:** 0

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Mathematics	Discovering Mathematics - Advanced Algebra/Kendall Hunt Adopted 2015 The Practice of Statistics/Freeman Adopted 1999 Pacemaker Algebra 1/Globe Fearon Adopted 2001 Advanced Mathematical Concepts, Precalculus with Applications/Glencoe Adopted 2001 Integrated Mathematics/McDougal-Littell Adopted 2002 Discovering Algebra /Kendall Hunt Adopted 2015 Discovering Geometry/Kendall Hunt Adopted 2015 Mathematics with Business Applications/Glencoe Adopted 2007 Single Variable Calculus/Brook & Cole Adopted 1999 Mathematics Concepts and Skills/McDougal-Littell Adopted 2001 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	Glencoe/McGraw Hill, Science: Level Blue, 2005. (Integrated Science) Prentice Hall, Earth Science, 2006.(Earth ScienceG) Glencoe/McGraw Hill, Earth Science: Geology, the Environment, and the Universe, 2002. Earth Science AG Resource) Pearson, Biology, 2010. (Biology P) Glencoe/McGraw Hill. Biology: The Dynamics of Life, 2000 and 2005. (AG Biology) Prentice Hall, Chemistry: Connections to our Changing World, 2002. (Chemistry P) Houghton Mifflin, Chemistry, 2000. (Chemistry HP) Glencoe/McGraw Hill, Physics: Principles and Problems, 1995.(Physics) Brooks/Cole, Physics: Algebra/Trig, 1994.(Physics AP) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
History-Social Science	History: Glencoe/McGraw, Economics: Principles and Practices, 1995 Adopted 1995 (Economics P/HP) History: Glencoe/McGraw-Hill, American Government: Principles and Practices, 1996 Adopted 1996 (Government P) History: McDougal Littell, The Americans: Reconstruction to the 21st Century, 2003 Adopted 2003 (U.S. History P) History: MCDougal Littell, Modern World History: Pattterns of Interaction, 1999, 2003 Adopted 2003 (World History P) History: Government in America-People, Politics and Policy Pearson/Longman 2004 Adopted 2004 (AP Govt) Houghton Mifflin, The American Pageant: A History of the Republic, 2006. (AP U.S. History) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Foreign Language	Glencoe/McGraw Hill, Buen Viaje!: Spanish 1, 2000. (Spanish 1P) Glencoe/McGraw Hill, Buen Viaje!: Spanish 2, 2000. (Spanish 2P) Glencoe/McGraw Hill, El Espanol Para Nosotros, nivel 1, 2006. (Spanish Speaking 1P) Glencoe/McGraw Hill, El Espanol Para Nosotros, nivel 2, 2006. (Spanish Speaking 2P) Glencoe/McGraw Hill, Tesoro Literario, 2004. (Spanish 4 AP) McDougal/Littell, Abriendo Puertas: Antologia de Literatura en Espanol: Tomo 1, 2003. McDougal/Littell, Abriendo Puertas: Antologia de Literatuara en Espanol: Tomo 2, 2003. Spanish 5 AP) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Health	Health 1994 Holt, Health 2009 Glencoe/McGraw Hill **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Visual and Performing Arts	Theatre; art in action; NTC 1999 The Stage and the School, Glenco. 2005 Essentials in Music Theory; Alfred Pub. 1998 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science Laboratory Equipment	various lab equipment appropriate to the course including microscopes, overhead projectors, gas outlets, fume hoods, and glassware. **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

Kern High School District (KHSD) facilities are maintained in a manner that assures safety, cleanliness, and functionality. KHSD Safety Inspectors and the Maintenance and Operations Department conduct annual inspections as determined pursuant to a Facility Inspection Tool (FIT) developed and approved by the State of California, Office of Public School Construction (OPSC). The FIT evaluates a school facilities' good repair status with ratings of "good", "fair", or "poor." The instrument does not require capital enhancements beyond the standards to which the facility was designed and constructed.

Improvements come from the District Maintenance and Operations budget and the school's Principal's budget. The District participates in the State School Deferred Maintenance Program for major repair and replacement of existing school building components. Typically this includes roofing, plumbing, heating, air conditioning, electrical systems, interior and/or exterior painting and floor systems.

The Shafter overall rating was an "Exemplary" with a 99.79%.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 8/30/2019

System Inspected	Repair Status	Repair Needed and 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	Sinks/Fountains 1. Water fountain in Boys locker room not working. Will email work order which they place into M&O system today: RR Boys (Gym New)
Safety: Fire Safety, Hazardous Materials	Good	Fire Safety 1. Extinguisher is fine but location for the extinguisher is missing. Check all rooms to make sure the outside room and above extinguishers are marked: Room303
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Exemplary**	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	31	43	49	51	50	50
Math	17	18	22	21	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
9	20.9	27.0	24.3

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	378	360	95.24	43.10
Male	163	156	95.71	38.71
Female	215	204	94.88	46.63
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	342	327	95.61	43.85
Native Hawaiian or Pacific Islander	--	--	--	--
White	27	25	92.59	34.78
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	336	321	95.54	42.77
English Learners	75	66	88.00	6.25
Students with Disabilities	36	34	94.44	5.88
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	378	359	94.97	18.39
Male	163	155	95.09	18.71
Female	215	204	94.88	18.13
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	342	326	95.32	18.99
Native Hawaiian or Pacific Islander	--	--	--	--
White	27	25	92.59	16.67
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	336	319	94.94	17.80
English Learners	75	67	89.33	4.69
Students with Disabilities	36	32	88.89	0.00
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)

- Opportunities for Parents of Shafter High
- Parent Center
- Parent Outreach
- Parental Participation on PBIS Committee
- Parent representative on a district or school-wide committee
- Migrant Education Parent Advisory
- Agriculture Advisory Committee
- English Learners Parent Advisory
- Band Boosters
- Students Organization Sponsors
- Future Farmers of America
- Athletic Boosters
- Site Council
- School Site Council

The School Site Council (SSC) utilizes federal and state guidelines and includes students, parents and Shafter High staff. Members are elected through an election process. Parents are elected at large, the students are current elected ASB officers, and the Certificated and Classified representatives are elected from amongst their respected groups. The committee meets five times per year to review and oversee budget expenditures, review WASC Self-study reports, write and revise the Single School Plan for School Achievement and discuss on-site campus decisions.

Parent Center
Shafter High School successfully opened it's "Parent Center" spring of 2016. The center provides opportunities for parents to become involved in their student's academic career as well as serves as a central location to provide resources and support for our parents' needs. Our center offers weekly classes for parents in the areas of technology, Synergy, health and fitness. Our center hosts guest speakers that address the needs of current parent issues.

Migrant Parents
The Special Programs Office holds monthly Parent Meetings in the evenings from 6:00 to 7:30 pm to inform the parents of the calendar events taking place at Shafter High and provide Parenting Workshops and Classes. Transportation to and from the meetings is available as well as classes for current and sibling students. The program coordinator is Mark Stinnett.

Band Parent Organization
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.

Progress of parental involvement for parents of students in Migrant and EL programs
- The KHSD has developed a written parental involvement policy with input from Title I parents. Many of these parents are parents of students participants of the Migrant and/or EL program. The policy is incorporated into district and school site plans and is distributed to all parents.
- Parent representatives from each school site are invited to take part in monthly District Parent Advisory Committee meetings. Meetings provide opportunities for parents to formulate and render suggestions for program modification or improvement as well as provide an arena for timely responses to these suggestions from Title I program leadership and school/district administration.
- District parent meetings are conducted monthly with emphasis on helping parents understand school programs, educational offerings, how to advocate for their children, and how they can become more involved in their children's education.
- The Kern High School District Parent Advisory Committee (DPAC) is composed of parents whose children participate from the Migrant program. At DPAC meetings, parents are able to take part in an advisory role to positively affect Title I and Migrant program issues and concerns. In the same capacity, committee members are able to promote parental involvement activities which advocate that parents:
- provide basic physical and emotional needs of students which affect success in school
- support and participate in learning activities at home with students
- participate in parent/teacher conferences, home visits, and telephone conversations
- The Kern high school District supports parent involvement through Parent & Family Centers established at 15 school sites. The centers are designed to provide KHSD Parents/Guardians with opportunities for parent education, school leadership, and volunteerism. Parent & Family Centers serve as the hub for parent training and create collaborative opportunities between teachers, administrators, school personnel and community members to support students and their families.
- Kern High School District representatives present the following information annually to Migrant and EL program parents reps.
- a description and explanation of the curriculum and materials used in classes
- information on the assessments used to measure student progress
- information on the proficiency levels and/or program goals students are expected to meet.
- A yearly parent involvement needs assessment and subsequent evaluation is conducted at the District Committee meetings to provide guidance in the identification of needs of Title I parents and the effectiveness of Title I parent involvement activities. As a result of the Kern High School District's Title I parent involvement evaluation process, workshops, meetings, parent institutes, and other forums are planned and made available to parents to fill the expressed needs.
- To facilitate the participation of non-English speaking parents, District meetings are conducted with the assistance of a Spanish/English interpreter. All written materials provided to parents are delivered in both English and Spanish.

State Priority: School Climate
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):
- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan
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 NIMS 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 and this year we added an On Campus Interventionist who is address tardies. 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, intervention groups, PBIS (Shafter PRIDE), suspension, opportunity, expulsion and other options) are undertaken, when necessary, to assure the safety and security of all students. Six 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 the On-campus Intervention, student groups run by our Interventionist and Intervention Counselor as well as our after school detention program, as needed.

Date School Safety Plan last reviewed and approved: 11/04/2019

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	6.1	6.4	6.3
Expulsions Rate	0.0	0.0	0.1

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	9.6	8.8	9.3
Expulsions Rate	0.1	0.1	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	315.4

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

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	5.4
Library Media Teacher (Librarian)	.1
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.5

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	25	27	31	24	24	34	23	32	21	42	16	33
Mathematics	27	21	14	34	26	25	7	38	22	27	33	13
Science	27	12	4	24	27	10	5	19	23	13	18	10
Social Science	27	17	2	28	26	20	1	28	24	20	3	27

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Thirteen years ago, the Shafter High staff implemented a collaboration day each week on Wednesday designed after the PLC model. Two Wednesdays per month are set aside as Professional Learning Community (PLC) days. Each PLC is made up of teachers who teach the same subject at the same level. PLCs meet together to use data to set goals that drive the curriculum and assessment of students' progress towards Common Core state standards in individual classrooms. The alternate 2 Wednesdays are used for department and vertically aligned teams to meet and share a more broad set of information. This collaborative time is still a common practice and valued time by the staff.

Shafter High School offers a wide range of professional development opportunities. Examples of professional development are: local and state-wide conferences, job-embedded staff development, various workshops based on the academic needs of students and the professional needs of staff, district aligned focus such as Google Docs and Illuminate. Google Docs/Classroom and Illuminate trainings have been made available to all teachers at Shafter High School during school and after school hours. This year Shafter added an on site support teacher for all technology training and needs. This person holds weekly training and offers the latest information regarding technology to the staff. We are also using our PBIS TOSA on site to offer in class support and department trainings though the SES model and curriculum.

Teachers have access to a variety of different sources for professional development. The district offers staff development workshops in general classroom issues and discipline-specific activities. The goal is to improve and increase teachers' knowledge of their academic subjects and enable them to become highly qualified instructors using the information and skills made available through school partnerships, core content level meetings, and conferences. Teachers are offered staff development in instructional strategies for reading, writing and literacy skills, content specific assessment development and raising the rigor level of instruction across the curriculum.

KHSD provides ongoing, subject-specific PD to strengthen the instructional capacity of teachers and build strong professional learning communities (PLC) within the organization. PD needs are regularly assessed by examining district and site data and by consistently checking with teachers and administrators to determine the critical needs for teacher support and student growth. Teachers meet regularly to collaborate in their PLC to share best practices and review student performance data.

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

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

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

District Supported Professional Development occurs during preschool meetings in August (two days) and in January (one day). Through the Peer Assistance and Review Program (PAR), and Title I, staff members are also given up to sixty six hours of professional development time to use during the school year and summer – this can be used for released time from the classroom, Saturday or evening workshops, or stipend pay for approved curriculum development. In addition to the school-wide professional development, new teachers (first and second year) are supported through the Kern High Induction Program (KHIP). Each KHIP candidate is assigned a support provider who meets with the new teacher regularly.

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.
- 2013-14: 3
2014-15: 3
- 2015-16: 3
- 2016-17: 3
- 2017-18: 3
- 2018-19: 3

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$49,314	$52,466
Mid-Range Teacher Salary	$70,772	$87,373
Highest Teacher Salary	$105,728	$109,803
Average Principal Salary (ES)	$0	$
Average Principal Salary (MS)	$0	$142,025
Average Principal Salary (HS)	$135,691	$153,904
Superintendent Salary	$255,809	$241,221

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	30%	33%
Administrative Salaries	4%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$10,029	$2,280	$7,750	$80,475
District	N/A	N/A	$8,434	$76,436.00
State	N/A	N/A	$7,506.64	$88,538.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-8.5	6.8
School Site/ State	163.9	-7.3

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

Shafter High School receives special funding for Special Education, Title 1, ELL, Carl Perkins, Migrant Education, SES Grant, CTEIG Grant funding and CCPT Grants funding. Title 1, Special Education, Migrant, ELL and Carl Perkins are funded on an annual basis.

Continued professional development is an integral part of the Shafter High culture for our teachers. The administration supports the need for teachers to increase their knowledge regarding academics, classroom management, literacy, and higher level courses to enable them to become highly qualified instructors. The Kern High School District offers an abundant selection of professional development and in-service opportunities for teachers to meet the needs of our changing classrooms and instructional practices. All conferences and workshops focus on improving instructional strategies, students academic success, and preparation for all teachers to help students meet the objectives of Common Core Standards based curriculum.

Shafter High School uses a variety of state and local assessments to help modify instruction to improve student academic achievement. Shafter High School administers the PSAT to all GATE 10th grade students as well as any 10th grade student interested and any interested 11th grade students during the October administration dates for PSAT. This data is used to measure and determine AP potential for students that may not have been identified and to provide additional support for SAT preparedness. Shafter High School continues to participate in the STAR Renaissance testing program, Life Science and EAP embedded courses, as required by the California Department of Education. Data from these tests are analyzed on an ongoing basis to determine how well students are achieving on the SBAC. Teachers are given the opportunity to meet in multi-curricular PLC's to discuss outcomes of state and local data to assess instruction, plan interventions and prepare lessons to meet the needs of all learners.

All English Language Learners (ELL's) are tested using the ELPAC, English Language Proficiency Assessment for California, formerly known as CELDT. Scores from this test are used to identify the language proficiency level of all English Language Learners. The ELPAC score along with other indicators are used to place students in the appropriate instructional setting. Teachers in the EL program use ELPAC scores, district benchmarks, and district created CFA's to assess student learning and modify curriculum and instruction to meet student needs.

In the fall of each year, all freshmen and sophomore students take a writing exam (SHS380) to establish a baseline writing proficiency level. Teachers from the school-site grade these exams, which are then returned and reviewed with students. In the past several years teachers have created and administered common formative assessments. These assessments are short and give teachers immediate feedback on how students are achieving or progressing towards mastering the standards. The data allows teachers to intervene early and to identify individual students who are in need of additional supports, and students who have mastered the material and need enrichment. In response to data from both local and state tests, new courses have been created as well as instructional practices enhanced or modified to meet student learning needs. In 2015-2016 school year a literacy program was developed by the KHSD to meet the needs of students requiring remediation in English language arts. This year we will be offering 3 sections of this course to continue the ongoing efforts to increase student literacy at Shafter High School. Finally, both the English Language Arts and Mathematics teachers have been given release time to meet and carefully review data and courses of study to ensure alignment with Common Core state standards and adequate pacing to ensure higher achievement for all students who struggle in language arts. The departments work closely with the feeder schools through articulation to support the needs of our incoming freshman as well as to align curriculum to help close academic gaps.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Rate for Shafter High School	2015-16	2016-17	2017-18
Dropout Rate	9.9	3.5	3.7
Graduation Rate	88.6	93	93.5

Rate for Kern High School District	2015-16	2016-17	2017-18
Dropout Rate	8.4	5.7	6.1
Graduation Rate	87.3	88.9	88

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	1060
% of pupils completing a CTE program and earning a high school diploma	100%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	70.13
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	27.3

2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts		N/A
Foreign Language	1	N/A
Mathematics	3	N/A
Science	1	N/A
Social Science	6	N/A
All courses	13	11

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Career Technical Education Programs

The Kern High School District's (KHSD) 18 comprehensive high schools, 6 continuation schools, career centers, Bakersfield Adult School, and Regional Occupation Center (ROC) offer 32 different career pathways as outlined by the California career technical education (CCTE) model curriculum standards in 15 industry sectors, groupings of interrelated occupations and broad industries. The average number of career pathways offered per school site is 5.75

The collaboration between KHSD's Career Technical Education (CTE) programs and the local community college provide a coherent sequence of courses directly related to the academic and career technical preparation of all students for employment in current and emerging occupations. KHSD has long been a leader in CTE programs which have been recognized locally and nationally.

The ROC offers 33 capstone classes to the local high school students and supports introduction, concentration, and capstone program offerings at the comprehensive sites. The Health Careers Academy offers a sample of the CTE programs that demonstrate the collaboration between the various educational institutions. Students may take introductory and concentrator classes at their regular high school campus, attend the Nursing Assistant ROC program during their senior year and obtain state certification, sequence to the Bakersfield Adult School's Licensed Vocational Nursing program, and finish at a local college as a Registered Nurse.

A strong relationship with the Kern Community College District Collaborative has strengthened the CTE programs at the secondary and post-secondary levels. Thirteen Partnership Academies through the California Department of Education (CDE) flourish at seven comprehensive sites, providing graduates with real world CTE pathway experiences, state and/or career certification, and work opportunities immediately upon graduation.

Follow up studies track the Carl Perkins CTE program completers with over 90% graduation rate for student participants. The KHSD CTE Advisory Committee, representing a reflection of local business and industry partners, meets annually to make recommendations for program improvement, as well as to discuss industry trends, training needs, and local industry demands for future employment.

CTE courses at KHSD comprehensive sites are increasing rapidly with 26 different pathways being offered at the various schools. In addition, the District continues to add resources to further improve and expand CTE offerings.

Project-Lead-The-Way, a CTE program supported by Chevron and in partnership with the KHSD, specifically supports advanced Science and Engineering programs. The KHSD also supports Virtual Enterprise programs at six of the comprehensive schools. The district receives Carl D. Perkins funds which help many of the CTE programs at the school sites.