

Kern Workforce 2000 Academy

5801 Sundale Avenue • Bakersfield, CA 93309 • (661) 827-3156 • Grades

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2017-18 School Accountability Report Card Published During the 2018-19 School Year



Kern High School District

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School Description

From 1995 to the present, 2016, Kern Workforce 2000 Academy (Workforce) has been educating students who more than likely would have not had the opportunity to complete high school and graduate. Kern Workforce 2000 Academy was established in 1995 to serve the most "at risk" and low socio-economic high school students that reside in Kern County. The Kern Workforce 2000 Academy Charter's main goal is to provide a high school education program for students who are at risk of dropping out of high school. Workforce is a district charter and contracts with the KHSD for program operational services. The contract services include facilities, business services, student information services, classrooms, teachers, counselors, clerical support, campus security, equipment, library/media resources, computer hardware and software, and general administrative services.

School hours are late afternoon and evening, thus allowing teen parents to attend at times when they might be able to draw upon their families and friends for child care. Workforce also serves students who need to work during the day and students who function better by attending school later during the day. Workforce students meet all high school requirements required by our chartering district, Kern High School District (KHSD).

Students who choose to enroll in Workforce may do so at any one of six Workforce sites located on KHSD comprehensive high school campuses between the hours of 2:45 pm and 9:45 pm, four days per week and occasional Fridays to ensure the 64,800 hours of attendance requirement is met. Each student is enrolled in 4 classes of 180 minutes each, two classes per day, Monday/Wednesday and Tuesday/Thursday. The sessions are divided into 9 weeks with a total of 5 sessions per year. The 5th session is the shortest, approximately 6 weeks with students enrolling in two classes.

Workforce staff consists of two administrators, Supervising Administrator, Roman Aguilar and a Dean of Workforce, Maikel Bassilious and 108 highly qualified certificated employees. According to the survey conducted in May 2013, 58% of the certificated staff have taught 5 or more years as a Kern Workforce 2000 Academy teacher.

GOALS

The goal of Kern Workforce 2000 Academy 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 in their ability to contribute to society. Workforce will, as its charge, reach 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. 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 Workforce 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 Learners (EL) students are clearly included in each of the above groups. Workforce 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.

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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 11	203
Grade 12	236
Total Enrollment	439

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	5.5
American Indian or Alaska Native	0.5
Asian	0.2
Filipino	0.2
Hispanic or Latino	84.5
Native Hawaiian or Pacific Islander	0.7
White	5.5
Socioeconomically Disadvantaged	89.7
English Learners	11.2
Students with Disabilities	0.2
Foster Youth	0.5

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			
Kern Workforce 2000 Academy	16-17	17-18	18-19
With Full Credential	109	203	
Without Full Credential	0	0	
Teaching Outside Subject Area of Competence	0	0	
Kern High School District	16-17	17-18	18-19
With Full Credential	♦	♦	1700
Without Full Credential	♦	♦	216
Teaching Outside Subject Area of Competence	♦	♦	12

Teacher Misassignments and Vacant Teacher Positions at this School			
Kern Workforce 2000 Academy	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Every student attending Kern Workforce 2000 Academy has access to his/her own textbook(s) and instructional materials.

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

All Textbooks purchased by Kern Workforce 2000 Academy are standards aligned and approved by the district and local governing board. They are consistent with the content and cycles of the curriculum frameworks adopted by the SBE.

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

If a new core textbook is requested that has not been approved by the district, the Coordinators follow the district-approved textbook adoption process and submit the title to the Office of Instruction for review and approval before it is purchased by the site.

For English and math core texts, as well as EL texts, Kern Workforce 2000 Academy purchases the prescribed district texts.

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

Title I, Migrant, and EL regularly purchase supplemental material and/or supplies that meet instructional and/or program needs. Needs are determined based on CST, CELDT, CAHSEE, and/or district benchmark scores. Most of these purchases are geared for intensive EL and/or math instruction – e.g., EDGE, Revolution Prep, etc. These budgets also fund training and/or supplies for the programs.

All students at Kern Workforce 2000 Academy have access to textbooks. No insufficiency of instructional materials exists at Kern Workforce 2000 Academy.

Textbooks and Instructional Materials Year and month in which data were collected: December 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Holt Literature & Language Arts Third Course (Grade 9) Holt Literature & Language Arts Fourth Course (Grade 10), 2003 Holt Literature & Language Arts Fifth Course (Grade 11), 2003 Holt Literature & Language Arts Sixth Course (Grade 12), 2003 Literature Structure Sounds and Sense, 9th edition, 2006 Edge Level A Student Edition, National Geographic, 2007 Edge Level B Student Edition, National Geographic, 2007 Edge Level C Student Edition, National Geographic, 2007 Edge Fundamentals Student Edition, National Geographic, 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Discovering Mathematics - Advanced Algebra/Kendall Hunt Adopted 2015 The Practice of Statistics/Freeman Adopted 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

Textbooks and Instructional Materials
Year and month in which data were collected: December 2016

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	<p>Mathematics with Business Applications/Glencoe Adopted 2007</p> <p>Single Variable Calculus/Brook & Cole Adopted 1999</p> <p>Mathematics Concepts and Skills/McDougal-Littell Adopted 2001</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Science	<p>Earth Science California Ed. Prentice-Hall, 2006 Modern Biology, Glencoe, 1999</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
History-Social Science	<p>The Americans: Reconstruction to the 21st Century , McDougal Littell, 2006 Modern World History, McDougal Little, 2003 We the People-Level 3, 2009</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Foreign Language	<p>Realidades 1, Prentice Hall, 2011</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Health	<p>Health: Making Life Choices, Glencoe/McGraw-Hill 2nd Edition 2001</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Visual and Performing Arts	<p>Art Talk Ragans, Glencoe Pub., 1988 The Visual Experience. Hobbs and Solame, Davis Pub., 1995</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Science Laboratory Equipment	<p>N/A</p> <p>The textbooks listed are from most recent adoption: N/A Percent of students lacking their own assigned textbook: 0</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Kern High School District (KHSD) facilities are maintained in a manner that assures safety, cleanliness, and functionality. KHSD Safety Inspectors and the Maintenance and Operations Department conduct annual inspections as determined pursuant to a Facility Inspection Tool (FIT) developed and approved by the State of California, Office of Public School Construction (OPSC). The FIT evaluates a school facilities' good repair status with ratings of "good", "fair", or "poor." The instrument does not require capital enhancements beyond the standards to which the facility was designed and constructed. Improvements come from the District Maintenance and Operations budget and the school's Principal's budget. The District participates in the State School Deferred Maintenance Program for major repair and replacement of existing school building components. Typically this includes roofing, plumbing, heating, air conditioning, electrical systems, interior and/or exterior painting and floor systems.

School Facility Good Repair Status (Most Recent Year)		
Year and month in which data were collected: N/A		
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	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	8.0	7.0	51.0	49.0	48.0	50.0
Math	0.0	0.0	21.0	22.0	37.0	38.0

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						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6

* 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.

**School Year 2017-18 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	265	229	86.42	6.55
Male	175	153	87.43	7.84
Female	90	76	84.44	3.95
Black or African American	16	15	93.75	0.00
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	229	196	85.59	7.14
Native Hawaiian or Pacific Islander	--	--	--	--
White	14	14	100.00	7.14
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	236	206	87.29	6.31
English Learners	71	63	88.73	1.59
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 2017-18 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	264	224	84.85	0.45
Male	174	153	87.93	0
Female	90	71	78.89	1.41
Black or African American	16	15	93.75	0
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	228	190	83.33	0.53
Native Hawaiian or Pacific Islander	--	--	--	--
White	14	14	100	0
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	236	199	84.32	0.5
English Learners	70	59	84.29	0
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 2018-19)

Kern Workforce 2000 Academy encourages parental and community involvement in the education of its students. Because the charter school meets on multiple campuses, it is often difficult to have a single event to unite all Kern Workforce parents in a single meeting or event. Rather, parental involvement most often occurs at the individual school sites. Parents are strongly encouraged to engage in their student's education through regular parent meeting nights where parents have an opportunity to review their child's transcript, ask questions, and provide feedback through an LCAP parent survey. Parents also have the opportunity to meet with the Workforce Coordinator and/or teacher at each site when requested. Parents have access to their student's Workforce campus. Furthermore, because the program's classes are small in size, teachers and coordinators develop a comfortable familiarity with parents and students.

Two formal Parent Night events are organized per year at each of the six Workforce sites. In addition, Workforce Academy supports parent involvement through Parent & Family Centers established at each of the 6 Workforce 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.

A yearly parent involvement needs assessment and subsequent analysis is conducted following input collected and tabulated at Parent Night meetings.

To facilitate the participation of non-English speaking parents, Parent Night 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**ENSURING HEALTH AND SAFETY**

All Kern Workforce 2000 Academy employees will be required to meet the Kern High School District requirements for hiring as they relate to issues of health and safety. Except as recommended by the Kern Workforce 2000 Academy Governance Council direction and approved by the Kern High School District Board, all instruction will take place at sites that are Field Act compliant, as set for school buildings or meet the waiver requirements of the State Allocation Board. All students involved in Kern Workforce 2000 Academy will be required to agree to abide by the student discipline code of the Kern High School District. Kern Workforce 2000 Academy 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.

Schools are obligated to review and report on the status of their School Safety Plan every year. Each school shall review and update its plan by March 1, every year. 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 and are briefed on the expectations during the enrollment orientation. All staff are encouraged and trained in Positive Behavior Intervention and Supports (PBIS) strategies which assist 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, coordinators and teachers supervise disciplinary and attendance actions. An officer of the Kern High School District Police department is scheduled and available as needed to respond to Workforce Academy campuses for interventions, citations or investigations. Intervention Specialists can be accessed for student support. Parents are contacted when students have discipline or attendance problems. The Comprehensive School Safety Plan is available at the school for parent reference.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	6.1	8.2	6.5
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	10.0	9.6	8.8
Expulsions Rate	0.2	0.1	0.1
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.5
Counselor (Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	1

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

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	20.0	18.0	19.0	6	12	13	5	11	8	3	1	
Mathematics	14.0	12.0	10.0	14	23	27	3	1	4	2	1	
Science	20.0	13.0	15.0	7	8	6	2	3	3	1		
Social Science	19.0	12.0	14.0	10	17	18	6	5	9	3	1	

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

Professional Development provided for Teachers

The Kern Workforce 2000 Academy staff is recruited from the ranks of Kern High School District. The certificated staff comes to us with a rigorous training in Professional Learning Communities (PLC), Common Core Standards, Marzano's Instructional Strategies for Effective Teaching, Positive Behavior Intervention and Supports (PBIS), and Multi-Tiered System of Supports (MTSS).

Kern Workforce 2000 Academy is able to enhance the certified staff professional development experiences by allotting hours for PLC collaboration. Certificated staff have met and revised core course offerings designed to meet common core standards. In addition to revising the courses of study, pacing guides were also modified or developed. Session-at-a-Glance documents were developed in the Spring of 2017 using a participating teacher/Consulting teacher

Career Technical Education Program (CTE) staff development was provided for certificated and classified instructional aids staff in development and expansion of the Kern Workforce 2000 Academy's online Career Technical Program, Odysseyware.

Based on student literacy and math data, the district continues to focus on PD in literacy and numeracy. Teachers who teach Access, the district's literacy program, meet regularly to assess their students' learning and to ensure that they are effectively implementing the instructional practices defined by the course. The Teacher on Special Assignment (TOSA) who oversees the Access program often meets with a cohort of Access developers to review student progress in order to provide the next appropriate session of PD, which typically addresses the intervention needs of the students and the instructional performance of the teachers. Because the groups meet systematically and generally attend in site-based teams, trust has been cultivated so that teachers comfortably share their frustrations, as well as their successes. Based on various forms of feedback, teachers report feeling supported in their efforts to teach Access (students who read between the fourth and sixth grade levels). They also report a significant increase in their students' reading ability, some seeing as much as one year's growth in less than a year.

In addition, Workforce has conducted professional development for Navience, its newly adopted, and incredibly powerful, career exploration platform. Navience supports the Academy's goal at increasing career awareness, post secondary education and training, as well as increasing student ownership and parental involvement in student success. Navience is a perfect complement to Career Development courses attended by most Workforce Academy students.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,347	\$50,747
Mid-Range Teacher Salary	\$69,384	\$86,127
Highest Teacher Salary	\$103,654	\$106,915
Average Principal Salary (ES)	\$0	
Average Principal Salary (MS)	\$0	\$136,636
Average Principal Salary (HS)	\$132,393	\$150,286
Superintendent Salary	\$243,483	\$238,058
Percent of District Budget		
Teacher Salaries	30.0	34.0
Administrative Salaries	4.0	5.0

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$9,497	\$1,770	\$7,727	\$92,000
District	◆	◆	\$8,611	\$74,546
State	◆	◆	\$7,125	\$85,815
Percent Difference: School Site/District			-10.8	17.9
Percent Difference: School Site/ State			-45.3	17.3

* Cells with ◆ 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

Kern Workforce 2000 Academy, 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 Kern Workforce 2000 Academy. Subject to board review and approval, governance shall be the function of a Kern Workforce 2000 Academy Governance Council (Governance Council). The Governance Council shall reflect not only the commitment of teachers, administrators, and parents involved in the Kern Workforce 2000 Academy, 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 Kern Workforce 2000 Academy will be under the administrative leadership of a director selected through standard Kern High School District administrative hiring procedures. The Kern Workforce 2000 Academy supervising administrator shall formulate program direction and budget plans with the agreement of the Governance Council 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 Governance Council. The members of the Governance Council will consist of the following members, each of whom shall be given one vote:

- The director
- Four teachers selected by the Kern High Faculty Association, from the Kern High School District staff with preference given to Kern Workforce 2000 Academy 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 Governance Council 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 Kern Workforce 2000 Academy will provide substitute teachers for the purpose of attending Governance Council meetings as necessary. Special meetings of the Governance Council may be called by the director or a majority of the Governance Council.

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 Governance Council for actions taken while carrying out the duties of the Governance Council. In the case of deadlock on the Council or if the director feels that a Council decision is contrary

to the best interests of the constituencies served by Kern Workforce 2000 Academy, the director may take the issue to a panel composed of the superintendent or designee and the Kern Workforce 2000 Academy president or designee who may break the deadlock or reverse the decision with a panel vote of 2-0. Kern Workforce 2000 Academy Governance Council members will receive an annual \$1000 stipend for serving on the Kern Workforce 2000 Academy Governance Council. Such stipends shall be adjusted annually commensurate with other Kern High School District stipends.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Kern Workforce 2000 Academy	2014-15	2015-16	2016-17
Dropout Rate	29.5	25.8	21.9
Graduation Rate	51.9	54.2	61.7
Kern High School District	2014-15	2015-16	2016-17
Dropout Rate	9.0	8.4	5.7
Graduation Rate	86.9	87.3	88.9
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	193
% of pupils completing a CTE program and earning a high school diploma	7.21%
% 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
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	9.8
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	♦
English	0	♦
Fine and Performing Arts	0	♦
Foreign Language	0	♦
Mathematics	0	♦
Science	0	♦
Social Science	0	♦
All courses	0	.0

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	54.0	90.5	88.7
Black or African American	66.7	83.9	82.2
American Indian or Alaska Native	0.0	77.8	82.8
Asian	0.0	96.1	94.9
Filipino	33.3	98.3	93.5
Hispanic or Latino	53.8	90.7	86.5
Native Hawaiian/Pacific Islander	0.0	93.3	88.6
White	57.1	90.8	92.1
Two or More Races	0.0	93.3	91.2
Socioeconomically Disadvantaged	60.0	92.8	88.6
English Learners	50.0	63.5	56.7
Students with Disabilities	0.0	73.3	67.1
Foster Youth	0.0	90.1	74.1

Career Technical Education Programs

The Kern High School District's (KHSD) 18 comprehensive high schools, 6 continuation schools, two special education career centers, Bakersfield Adult School, and Regional Occupational Center (ROC) offer a wide variety of career pathways as outlined by the California Career Technical Education Model Curriculum Standards across the 15 industry sectors.

The collaboration between KHSD's Career Technical Education (CTE) programs and the local postsecondary schools provide a coherent sequence of courses directly related to the academic and career 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 27 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 eight comprehensive sites, providing graduates with real-world CTE pathway experiences, state and/or career certification, and work opportunities immediately upon graduation.

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

CTE courses at KHSD comprehensive sites are increasing rapidly with a wide range of 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 eight of the comprehensive schools and hosts the state-wide Business Plan Competition & Tradeshow. The district receives a variety of state and federal CTE grant funding which helps many of the CTE programs at the school sites.

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.