

Kern Workforce 2000 Academy

5801 Sundale Avenue • Bakersfield, CA 93309 • (661) 827-3156 • Grades 9-12

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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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SCHOOL DESCRIPTION

The mission of Kern Workforce 2000 Academy (Workforce) is to recover, retain, serve, and graduate high-risk, out-of-school, or credit-deficient, high-school-age youth. The Academy aims to serve these youth, who, with increased parental engagement, and academic and social-emotional remediation will seize opportunities that will prepare them for a learning-centered, technologically literate future. In so doing, students will be better equipped to return to their comprehensive school site or graduate with a high school diploma from the Academy, and pursue post-secondary training, education, and career goals.

The vision of Workforce is that all students deserve an engaging and relevant learning environment, designed by skilled educators, and supported by an involved school and local community. From 1995 to the present, Workforce has been educating students who more than likely would have not had the opportunity to complete high school and graduate. Workforce Academy was established in 1995 to serve the most "at risk" and low socio-economic high school students that reside in Kern County. The main goal of Workforce's charter 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 Kern High School District (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 9:50 pm, four days per week and occasional Fridays to ensure the state's minimum instructional minutes requirement of 64,800 minutes 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, Director of Alternative Education, Roman Aguilar and a Assistant Principal of Workforce, Maikel Bassilious and 104 highly qualified certificated employees. According to the survey conducted in January 2019, 61% of the certificated staff have taught 5 or more years as a Kern Workforce 2000 Academy teacher.

GOALS

The goal of Workforce 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 16 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 11	199
Grade 12	257
Total Enrollment	456

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	4.2
American Indian or Alaska Native	0.7
Hispanic or Latino	89.3
Native Hawaiian or Pacific Islander	0.9
White	3.7
Two or More Races	0.9
Socioeconomically Disadvantaged	89
English Learners	11
Students with Disabilities	1.1
Foster Youth	0.9
Homeless	1.1

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 Kern Workforce 2000	17-18	18-19	19-20
With Full Credential	203	207	
Without Full Credential	0	0	
Teaching Outside Subject Area of Competence	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 Kern Workforce 2000 Academy

Indicator	17-18	18-19	19-20
Teachers of English Learners	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 2019-20)

Every student attending Workforce 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 Workforce 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, Workforce 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 CAASSP and ELPAC assessment results, and/or local indicator diagnostic scores. Most of these purchases are geared for intensive language and/or math instruction. These budgets also fund training and/or supplies for the programs.

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

Textbooks and Instructional Materials**Year and month in which data were collected: November 2019**

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 Membean Vocabulary Development software (per student) 2019 Actively Learn, informational materials, non-fiction reading and writing software (per student) 2019 No Red Ink, grammar development software for writing practice and assessment (per student) 2019 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	<p>Discovering Mathematics - Advanced Algebra/Kendall Hunt Adopted 2015</p> <p>The Practice of Statistics/Freeman Adopted 1999</p> <p>Pacemaker Algebra 1/Globe Fearon Adopted 2001</p> <p>Advanced Mathematical Concepts, Precalculus with Applications/Glencoe Adopted 2001</p> <p>Integrated Mathematics/McDougal-Littell Adopted 2002</p> <p>Discovering Algebra /Kendall Hunt Adopted 2015</p> <p>Discovering Geometry/Kendall Hunt Adopted 2015</p> <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>Physical, Earth, and Space Science (CPO) 2018 Modern Biology, Glencoe, 2016</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 Actively Learn, informational materials, non-fiction reading and writing software (per student) 2019</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 Paint, drawing supplies, digital photography camera equipment</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Science Laboratory Equipment	Biology - Sinks, Outlets, Computers, T.V., VCR, laser disc, Balances, scopes, LCD projectors, skeletons, Globes, Gas outlets, torso, flex scan, biological models, Projectors. Earth Science /integrated Science – Sinks, Outlets, Computers, Projector, gas outlet, maps 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.

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

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	7	5	49	51	50	50
Math	0	0	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
5			

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	324	306	94.44	4.58
Male	189	179	94.71	4.47
Female	135	127	94.07	4.72
Black or African American	13	13	100.00	7.69
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	285	273	95.79	4.40
Native Hawaiian or Pacific Islander	--	--	--	--
White	17	13	76.47	7.69
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	276	260	94.20	3.08
English Learners	94	90	95.74	0.00
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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	317	302	95.27	0.00
Male	188	182	96.81	0.00
Female	129	120	93.02	0.00
Black or African American	13	13	100.00	0.00
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	278	269	96.76	0.00
Native Hawaiian or Pacific Islander	--	--	--	--
White	17	13	76.47	0.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	271	258	95.20	0.00
English Learners	92	90	97.83	0.00
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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)

Workforce 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 a hub for parent training and support 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, now through a needs assessment survey conducted by parent center staff. Workforce funds evening hour staffing of parent centers at our 6 campuses.

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. In the evening hours, Parent Centers are staffed with bilingual certificated and/or classified staff. Parent outreach is conducted through the all call system which sends texts, emails, and voice messages to Workforce parents and students. Moreover, personal phone calls are made by coordinators, teachers, administrators, and parent center staff to invite parents to attend honor roll assemblies that encourage and honor their student's academic and character growth.

This year, Workforce has enlisted consultants to provide training, support and guidance with parent engagement efforts, practices, systems and protocols that are evidence based.

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 Workforce 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 Workforce Academy will be required to agree to abide by the student discipline code of the Kern High School District. Workforce 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.

Workforce also employs a full time, and dedicated social worker that responds to student needs, coordinates interventions, and provides referrals for wrap around services. Workforce also partners with Reach for Greatness for mentoring services targetted at our most at-risk male students. A similiar, high quality, program is being developed for our female students. These groups are in addition to any co-ed, or one-on-one intervention education that may occur during the school day, provided by our intervention specialists or social worker.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	8.2	6.5	10.1
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*	456.0

* 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)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	4.0

* 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	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	18	12	11	1	19	13	8		19	16	4	1
Mathematics	12	23	1	1	10	27	4		12	27	1	
Science	13	8	3		15	6	3		14	9	2	
Social Science	12	17	5	1	14	18	9		16	17	5	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

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	11	16	24

The Workforce Academy staff is recruited from the ranks of the Kern High School District. The certificated staff come 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).

Workforce Academy is able to enhance the certified staff professional development experiences by allotting hours for PLC collaboration, and learning offered through the county office and other professional conferences. 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

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 Solution 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.

In addition, Workforce has conducted professional development for Naviance, its newly adopted, and incredibly powerful, career exploration platform. Naviance 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. Naviance is a perfect complement to Career Development courses attended by most Workforce Academy students.

Professional Development has also been expanded to:

1. identifying problems of practice and development of a school-wide action plan for continuous improvement.
2. parent engagement practices and theories
3. literacy resources and technologies
4. health curriculum
5. science text curriculum development
6. math pacing guide development
7. language arts pacing guide development
8. personal development course training
9. MTSS intervention team meetings
10. personal finance course training
11. career certificate program training

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	\$11,227	\$1,977	\$9,251	\$93,233
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	9.2	21.0
School Site/ State	8.1	7.0

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

Kern Workforce 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 Workforce . Subject to board review and approval, governance shall be the function of a Workforce Academy Governance Council (Governance Council). The Governance Council shall reflect not only the commitment of teachers, administrators, and parents involved in the Workforce , 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 Director of Alternative Education shall formulate program direction for Workforce Academy 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 Workforce 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 or 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. 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 Workforce, the director may take the issue to a panel composed of the superintendent or designee and the Workforce Academy president or designee who may break the deadlock or reverse the decision with a panel vote of 2-0. Workforce Governance Council members will receive an annual \$1000 stipend for serving on the Workforce 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)

Rate for Kern Workforce 2000	2015-16	2016-17	2017-18
Dropout Rate	25.8	21.9	21.7
Graduation Rate	54.2	61.7	58.3

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	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%

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.

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	12.31
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	0

2018-19 Advanced Placement Courses

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

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

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

Follow up studies track the 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. In addition, Workforce Academy funds many of its CTE courses at the 6 school sites through allocations provided by its dedicated charter LCAP. For the past 3 years, allocations have exceeded \$120,000 to support this school-wide LCAP goal.

As of Fall 2019, Workforce students may also earn workplace certificates in CPR/First Aid, Soft Skills development, food-handling embedded in elective courses such as personal development, career development, and life skills.

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.