

~~2010-2011~~

**SCHOOL ACCOUNTABILITY REPORT CARD**



# Shafter High

**KERN UNION HIGH**



**SHAFTER HIGH****Part I****Data and Access**

## 2010–11 School Accountability Report Card

**Published During 2011-12**

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at [www.cde.ca.gov/ta/ac/sa](http://www.cde.ca.gov/ta/ac/sa). For additional information about the school, parents and community members should contact the school principal or the district office.

**Ed-Data Partnership Web Site**

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

**DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at [dq.cde.ca.gov/dataquest](http://dq.cde.ca.gov/dataquest) that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners).

**Internet Access**

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

## SHAFTER HIGH

## Part II

## About This School

2011 -2012  
Contact  
Information

## School

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

**Connie Sack**  
*Principal*  
connie\_sack@khsd.k12.ca.us

## District

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

**Vickie Spanos**  
*Director of Instruction*  
vspanos@khsd.k12.ca.us

## School Description and Mission Statement

Shafter High is a proud member of the Kern High School District, the largest high school district in the state of California. The school is located within the rural city of Shafter, California, which is approximately ten miles northwest of Bakersfield. The 2010 Census reported that Shafter includes 16,988 people, 4,230 households, and 3,647 families.

Of these 4,230 households, the average household size is 3.86, and 53.2% of them have children under the age of eighteen. The Census also reported that the racial makeup of the city is estimated at 48 % white and 80.3 % Hispanic.

Shafter High is a comprehensive school that offers a variety of academic programs to meet the needs of all students. These programs include twenty-four advanced placement/honors sections, eighty-two college preparatory sections, special education classes, visual and performing art classes, and career and technical classes.

Shafter High's Vision:

Shafter High will continue to focus on student learning.

Shafter High's Mission:

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

Shafter High Graduation Outcomes

General

Problem Solver

- Engage in lifelong learning
- Apply knowledge and skills

Responsible Member of Society

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

Independent Learner

- Accomplish tasks with simple direction
- Be resourceful and intrinsically motivated

Demonstrate Academic Achievement

- Be prepared for post secondary education
- Increase literacy skills

Explore Alternative Career Paths

- Students become technologically literate
- Have vocational skills

## Opportunities for Parental Involvement

Parent Group Description And Function

School Site Council

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

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

the entire school community including, students, teachers, staff and administration.

**Migrant Parents**

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

**GATE Parents**

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

**Band Boosters**

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

**Athletic Boosters**

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

**Student Enrollment by Grade Level**

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

Grade Level	Number of Students
Grade 9	441
Grade 10	332
Grade 11	401
Grade 12	320
<b>Total Enrollment</b>	<b>1494</b>

**Student Enrollment by Subgroup**

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

## SHAFTER HIGH

## Part II

## About This School

## Percent of Total Enrollment

Group	Percent
African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	
Pacific Islander	
White	
African American	1.10
American Indian or Alaska Native	0.20
Asian	0.50
Filipino	0.10
Hispanic or Latino	87.10
Pacific Islander	0.10
White	10.40
Multiple or No Response	
Multiple or No Response	0.20
Socioeconomically Disadvantaged	
English Learner	
Disabilities	
Socioeconomically Disadvantaged	81.90
English Learner	52.60
Disabilities	7.60

## SHAFTER HIGH

## Part II

## About This School

## Average Class Size and Class Size Distribution

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

## Number of Classrooms per Subject

Subject	Year	1-22	23-32	33+	Average
<b>English-Language Arts</b>	2007-2008	32	27	11	25.0
	2008-2009	21	24	17	28.0
	2009-2010	21	25	18	28.5
	2010-2011	18	20	22	28.5
<b>Mathematics</b>	2007-2008	22	16	13	26.0
	2008-2009	14	16	19	29.0
	2009-2010	3	17	20	29.5
	2010-2011	1	19	22	30.6
<b>Science</b>	2007-2008	8	15	15	30.0
	2008-2009	3	12	16	32.0
	2009-2010	4	6	22	32.5
	2010-2011	4	6	21	33.3
<b>History-Social Science</b>	2007-2008	1	15	16	32.0
	2008-2009	4	5	22	35.0
	2009-2010	1	14	11	35.2
	2010-2011	1	16	10	27.00

**SHAFTER HIGH****Part III****School Climate****School Safety Plan**

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

Date School Safety Plan last reviewed: 8/25/11

**Suspensions and Expulsions**

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	72.00	3.5	34.8	42.00	0.00	30.50
Expulsions	4.00	3.82	35.68	5.00	0.00	5.48

**SHAFTER HIGH****Part IV****School Facilities****School Facility Conditions and Planned Improvement**

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

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

The District budgeted \$1,750,000 for the 2010-11 fiscal year for deferred maintenance, representing approximately .5% of the General Fund budget.

\*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

OVERALL RATING: DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE Good SCHOOL RATING\*\*

**Good**

\*\*For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

**PERCENTAGE DESCRIPTION RATING**

99%-100% The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

**EXEMPLARY**

90%-98.99% The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated. **GOOD**

75%-89.99% The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site. **FAIR**

0%-74.99% The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus. **POOR**

## SHAFTER HIGH

## Part IV

## School Facilities

## School Facility Good Repair Status

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

Item Inspected	Status*	Repair Needed / Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	
Overall Rating**	Good	

\*Based on a scale from: Poor—Fair—Good

\*\*Based on a scale from: Poor—Fair—Good—Exemplary

Date of inspection: 8-19-11

Completion date of inspection form: 8-19-11

## SHAFTER HIGH

## Part V

## Teachers

**Teacher Credentials**

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE DataQuest Web page at [dq.cde.ca.gov/dataquest](http://dq.cde.ca.gov/dataquest).

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	65	65	65	1625
Without Full Credential	0	0	0	19
Teaching Outside Subject Area of Competence	0	0	0	n/a

**Teacher Misassignments and Vacant Teacher Positions**

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

**Core Academic Classes Taught by No Child Left Behind Compliant Teachers**

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

## SHAFTER HIGH

## Part V

## Teachers

## Percent of Classes In Core Academic Subjects

Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Shafter High	100	0
All Schools in District	N/A	N/A
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	N/A	N/A

## SHAFTER HIGH

## Part VI

## Support Staff

**Academic Counselors and Other Support Staff**

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Students per Academic Counselor**

Title	Average Total
Number of Students per Academic Counselor	300

**Number of FTEs Assigned to School**

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

**SHAFTER HIGH****Part VII****Curriculum and Instructional Materials****Quality, Currency, and Availability of Textbooks and Instructional Materials**

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

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

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

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

**Textbook Information**

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

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

**Textbook Availability**

Textbooks and instructional materials used in the district in the core subject areas of English-Language Arts, Mathematics, Science, and History-Social Science.

## SHAFTER HIGH

## Part VII

Curriculum and  
Instructional  
Materials

## English-Language Arts

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

Collection Date: 8/19/11

## History-Social Science

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

Collection Date: 8/19/11

## Mathematics

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

Collection Date: 8/19/11

## SHAFTER HIGH

## Part VII

Curriculum and  
Instructional  
Materials

## Science

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

Collection Date: 8/19/11

## Science Equipment

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

## Other

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

Collection Date: 8/19/11

## SHAFTER HIGH

## Part VII

Curriculum and  
Instructional  
Materials**Quality, Currency, and Availability of Textbooks and Instructional Materials**

Core Curriculum Area	Percent
Reading/Language Arts	100
Mathematics	100
Science	100
History-Social Science	100
Foreign Language	100
Health	100
Visual and Performing Arts	100
Science Laboratory Equipment (grades 9-12)	100

Textbook Information Collection Date: 8/19/11

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

Core Curriculum Area	Percent
Reading/Language Arts	0
Mathematics	0
Science	0
History-Social Science	0
Foreign Language	0
Health	0
Visual and Performing Arts	0
Science Laboratory Equipment (grades 9-12)	0

Textbook Information Collection Date: 8/19/11

## SHAFTER HIGH

## Part VIII

## School Finances

## Expenditures Per Pupil and School Site Teacher Salaries

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at [www.cde.ca.gov/ds/fd/ec](http://www.cde.ca.gov/ds/fd/ec) and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs).

## Shafter High Expenditures Per Pupil

Type	Total
Supplemental (From Restricted Sources)	\$3,437
Basic (From Unrestricted Sources)	\$7,124
Total	\$10,560

## Basic Expenditures vs. Teacher Salary Comparisons

Type	School	District	State
Basic Expenditures	\$7,124	\$6,443	\$5,455
Average Teacher Salary	N/A	\$73,822	\$70,570

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

## Types of Services Funded

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

## SHAFTER HIGH

## Part VIII

## School Finances

## Teacher and Administrative Salaries

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs).

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,597	\$42,954
Mid-Range Teacher Salary	\$62,567	\$69,905
Highest Teacher Salary	\$93,470	\$89,464
Average Principal Salary (Elementary)	\$0	\$0
Average Principal Salary (Middle)	\$0	\$121,722
Average Principal Salary (High)	\$116,686	\$128,348
Superintendent Salary	\$237,158	\$205,119
Percent of Budget for Teacher Salaries	34.00%	37.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

## SHAFTER HIGH

## Part IX

Student  
Performance**Standardized Testing and Reporting Program**

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

**Standardized Testing and Reporting Results for All Students: Three-Year Comparison**

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
English-Language Arts	28%	34%	31%	37%	40%	42%	49%	52%	54%
Mathematics	17%	15%	15%	18%	19%	22%	46%	48%	50%
Science	33%	32%	33%	43%	47%	50%	50%	54%	57%
History-Social Science	33%	45%	50%	32%	39%	43%	41%	44%	48%

## SHAFTER HIGH

## Part IX

Student  
Performance**Standardized Testing and Reporting Results by Student Group:  
Most Recent Year**

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

**Percent of Students Scoring at Proficient or Advanced**

Group	ELA	Math	SCI	HSS
African American	9.00%	0.00%	0.00%	0.00%
American Indian	0.00%	0.00%	0.00%	0.00%
Asian	0.00%	0.00%	0.00%	0.00%
Filipino	0.00%	0.00%	0.00%	0.00%
Hispanic or Latino	30.00%	14.00%	32.00%	48.00%
Pacific Islander	0.00%	0.00%	0.00%	0.00%
White	39.00%	22.00%	54.00%	65.00%
Male	27.00%	17.00%	37.00%	54.00%
Female	34.00%	14.00%	30.00%	46.00%
Socioeconomically Disadvantaged	28.00%	13.00%	31.00%	48.00%
English Learner	4.00%	5.00%	6.00%	16.00%
Disabilities	12.00%	16.00%	23.00%	33.00%
Students Receiving Migrant Education Services	19.00%	9.00%	0.00%	24.00%

**California High School Exit Examination**

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

## SHAFTER HIGH

## Part IX

Student  
Performance**California High School Exit Examination Results for All Students:  
Three-Year Comparison**

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	39.00%	36.00%	42.00%	48.00%	50.00%	57.00%	52.00%	54.00%	59.00%
Mathematics	44.00%	39.00%	33.00%	50.00%	51.00%	52.00%	53.00%	54.00%	56.00%

**California High School Exit Examination Results by Student Group: Most  
Recent Year**

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

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	56%	25%	19%	65%	29%	6%
African American	0%	0%	0%	0%	0%	0%
American Indian or Alaska Native	0%	0%	0%	0%	0%	0%
Asian	0%	0%	0%	0%	0%	0%
Filipino	0%	0%	0%	0%	0%	0%
Hispanic or Latino	58%	24%	18%	67%	28%	5%
Pacific Islander	0%	0%	0%	0%	0%	0%
White (not Hispanic)	36%	32%	32%	45%	42%	13%
Male	61%	23%	16%	64%	31%	5%
Female	51%	27%	22%	66%	27%	7%
Economically Disadvantaged	60%	25%	15%	69%	28%	3%
English Learners	95%	5%	0%	95%	5%	0%
Students with Disabilities	94%	6%	0%	94%	6%	0%
Students Receiving Migrant Education Services	64%	27%	9%	64%	36%	0%

## SHAFTER HIGH

## Part IX

Student  
Performance**California Physical Fitness Test Results**

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

**Percent of Students Meeting Healthy Fitness Zones**

Grade Level	4 of 6 Students	5 of 6 Students	6 of 6 Students
5	0.00%	0.00%	0.00%
7	0.00%	0.00%	0.00%
9	18.00%	21.40%	41.50%

## SHAFTER HIGH

## Part X

## Accountability

**Academic Performance Index**

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

**Academic Performance Index Ranks – Three-Year Comparison**

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	3	2	3
Similar Schools	6	3	6

**Academic Performance Index Growth by Student Group – Three-Year Comparison**

This table displays, by student group, the actual API changes in points added or lost for the past three years. Note: "N/A" means that the student group is not numerically significant or data were not available.

## SHAFTER HIGH

## Part X

## Accountability

## Actual API Change

Group	2008-09	2009-10	2010-11
All Students in the School	-6	41	-19
African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-4	46	-17
Pacific Islander			
White (not Hispanic)	-19	17	
Socioeconomically Disadvantaged	-4	45	-21
English Learners	5	65	-26
Students with Disabilities			

## Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the 2011 Growth API at the school, LEA, and state level.

## 2011 Growth API

Group	School	LEA	State
All Students in the School	674	727	742
African American	587	670	650
American Indian or Alaska Native		768	703
Asian		846	866
Filipino		845	824
Hispanic or Latino	664	699	688
Pacific Islander		772	720
White (not Hispanic)	755	781	810
Two or More Races		792	786
Socioeconomically Disadvantaged	656	686	684
English Learners	639	654	640
Students with Disabilities	465	455	501

## Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics

## SHAFTER HIGH

## Part X

## Accountability

- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

**Adequate Yearly Progress Overall and by Criteria**

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	Yes
Percent Proficient - Mathematics	No	Yes
API	No	No
Graduation Rate	Yes	Yes

**Federal Intervention Program**

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	PI 5	PI 3
First Year of Program Improvement	2006	2008
Year in Program Improvement	5	3
Number of Schools Currently in Program Improvement	n/a	15.0
Percent of Schools Currently in Program Improvement	n/a	62.5

## SHAFTER HIGH

## Part XI

School Completion  
and Postsecondary  
Preparation**Admission Requirements for California's Public Universities****University of California**

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

**California State University**

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

**Dropout Rate and Graduation Rate**

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE Data- Quest Web page at [dq.cde.ca.gov/dataquest](http://dq.cde.ca.gov/dataquest).

## SHAFTER HIGH

## Part XI

School Completion  
and Postsecondary  
Preparation

Level	Year	Dropout Rate (1-year)	Graduation Rate
<b>Shafter High</b>	2007-2008	5.1	88.00
	2008-2009	2.8	86.76
	2009-2010	2.4	89.05
<b>District</b>	2007-2008	5.2	77.0
	2008-2009	4.9	77.0
	2009-2010	3.4	85.02
<b>State</b>	2007-2008	4.9	80.0
	2008-2009	5.7	80.0
	2009-2010	4.6	80.44

**Completion of High School Graduation Requirements**

This table displays, by student group, the percent of students who began the 2010–11 school year in grade twelve and were a part of the school’s most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

The data below is Cohort Outcome Data for the class of 2009-10. This is the most recent data available from the California Department of Education. Beginning with the 2009-10 graduates, due to changes in the way the State tracks graduates, there are two graduation rates stated. Starting with the 2009-10 graduates, the 4-year Adjusted Cohort is now being collected.

**Graduating Class of 2011**

Group	School	District	State
All Students	88.1	81.2	75.2
African American	N/A	78.4	59.7
American Indian or Alaska Native	N/A	79.7	68.3
Asian	N/A	91.6	89.7
Filipino	N/A	89.4	88.1
Hispanic or Latino	87.5	78.3	68.8
Pacific Islander	N/A	87.5	73.3
White (not Hispanic)	90.6	86.2	84.1
Socioeconomically Disadvantaged	86.7	76.9	68.6
English Learners	74.4	63.8	56.6
Students with Disabilities	87.0	64.3	57.7

Note: “N/A” means that the student group is not numerically significant.

**Career Technical Education Programs**

The Kern High School District’s (KHSD) 18 comprehensive high schools, 6 continuation schools, career centers, Bakersfield Adult School, and Regional

## SHAFTER HIGH

## Part XI

## School Completion and Postsecondary Preparation

Occupation Center (ROC) offer career pathways as outlined by the California career technical education (CCTE) model curriculum standards in 15 industry sectors, groupings of interrelated occupations and broad industries.

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

The ROC offers 24 capstone classes to the local high school students and supports introduction, concentration, and capstone program offerings at the comprehensive sites. The Health Careers Academy offers a sample of the CTE programs that demonstrate the collaboration between the various educational institutions. Students may take introductory and concentrator classes at their regular high school campus, attend the Nursing Assistant ROC program during their senior year and obtain state certification, sequence to the Bakersfield Adult School's Licensed Vocational Nursing program, and finish at a local college as a Registered Nurse.

A strong articulation with the Kern/South Tulare Collaborative has strengthened the CTE programs at the secondary and post-secondary levels. Twelve Academies through the California Department of Education (CDE) flourish at 9 comprehensive sites, providing graduates with real world CTE pathway experiences, state and/or career certification, and work opportunities immediately upon graduation.

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

CTE courses at KHSD comprehensive sites are increasing rapidly with an average of 41 current offerings. In addition, the District continues to add resources to further improve and expand CTE offerings.

### Career Technical Education Participation

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

Data provided in the table below represents the participation in Career Technical Education for all schools within the Kern High School District.

## SHAFTER HIGH

## Part XI

School Completion  
and Postsecondary  
Preparation

Measure	Participation
Number of pupils participating in CTE	15,610
Percent of pupils completing a CTE program and earning a high school diploma	85.47
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	81.00

**Courses for University of California and/or California State University Admission**

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found on the CDE DataQuest Web page at [dq.cde.ca.gov/dataquest](http://dq.cde.ca.gov/dataquest).

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	52.60%
Graduates Who Completed All Courses Required for UC/CSU Admission	22.30%

**Advanced Placement Courses**

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the CDE DataQuest Web page at [dq.cde.ca.gov/dataquest](http://dq.cde.ca.gov/dataquest).

Subject	Number of AP Courses Offered	Percent of Students in AP Courses
Computer Science	0	n/a
English	1	n/a
Fine and Performing Arts	0	n/a
Foreign Language	1	n/a
Mathematics	2	n/a
Science	2	n/a
Social Science	2	n/a
All courses	8	2.30%

**SHAFTER HIGH****Part XII****Instructional  
Planning and  
Scheduling****Professional Development****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

- 2008-09: 4
- 2009-10: 4
- 2010-11: 4