

School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09



Shafter High



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

I. Data and Access

DataQuest

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

Internet Access

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

II. About This School

Contact Information (School Year 2008-09)

This section provides the school's contact information.

School		District	
School Name	Shafter High	District Name	Kern Union High
Street	526 Mannel Ave.	Phone Number	661-827-3100
City, State, Zip	Shafter, CA 93263-1810	Web Site	www.khsd.k12.ca.us
Phone Number	661-746-4961	Superintendent	Dr. Don Carter
Principal	John S. Davis	E-mail Address	dcarter@khsd.k12.ca.us
E-mail Address	john_davis@khsd.k12.ca.us	CDS Code	15-63529-1535087

School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

School Description and Mission Statement (School Year 2007-08)

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

A message from
John Davis
Shafter High School Principal

Welcome to Shafter High School, Home of the Generals!!

We believe our school and community are the crown jewels of the Central Valley! We are located in the town of Shafter, CA, about 10 miles northwest of Bakersfield. Approximately 14,000 people reside in Shafter, and Shafter High has a student population of just over 1500. We are exceptionally proud of our newly modernized campus, which is now a successful fusion of updated technologically advanced buildings and classrooms that maintain the rich traditions of the original architecture.

We believe Shafter High has something for everyone, and we encourage students to take full advantage of everything we have to offer, from our newly expanded Agriculture Farm, to our Industrial Tech, Foods, Fine/Performing Arts and Core Academic programs... as well as a full complement of student organizations, clubs, athletics and activities. We know that students who reach out and connect with the school in some way outside the normal school day often show improvement in academic achievement and have better attendance.

We hope you'll have an opportunity to visit our campus and see for yourself all that we have to offer... at Shafter High School, we're "Looking Forward and Aiming High"!

Shafter High's Vision:

Believe, Achieve and Succeed.

- Believe we can succeed
- Achieve your goals
- Succeed in life

Shafter High's Mission:

We at Shafter High commit ourselves to empower our students to become:

Productive members of society

Critical thinkers

Life long learners

Successful individuals

Shafter High Graduation Outcomes

General

Problem Solver

- Engage in life long 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
- Resourceful and intrinsically motivated

Demonstrate Academic Achievement

- Prepared for post secondary education
- Increase literacy skills

Explore alternative career paths

- Students become technologically literate
- Have vocational skills

School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

Opportunities for Parental Involvement (School Year 2007-08)

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

Contact Person Name: Octavio C. Patino

Contact Person Phone Number: 661-746-4961

Parent Group 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 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 (School Year 2007-08)

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

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	0
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	463
Grade 3	0	Grade 10	356
Grade 4	0	Grade 11	361
Grade 5	0	Grade 12	320
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	1500

Student Enrollment by Group (School Year 2007-08)

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

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	0.60%	White (not Hispanic)	14.33%
American Indian or Alaska Native	0.13%	Multiple or No Response	0.07%
Asian	0.20%	Socioeconomically Disadvantaged	75.00%
Filipino	--	English Learners	25.00%
Hispanic or Latino	84.53%	Students with Disabilities	6.00%
Pacific Islander	0.13%	n/a	--

School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

Average Class Size and Class Size Distribution (Secondary)

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

Subject	2005-06				2006-07				2007-08			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	24.2	36	26	10	24.4	36	32	10	24.7	32	27	11
Mathematics	25.4	24	15	11	25.4	27	10	16	26.3	22	16	13
Science	33.8	1	11	22	31.0	5	13	20	29.7	8	15	15
Social Science	31.5	1	15	16	30.4	8	11	18	32.4	1	15	16

III. School Climate

School Safety Plan (School Year 2007-08)

This section provides information about the school's comprehensive 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.

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		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	47.5	46.1	46.2	41.7	43.0	51.0
Expulsions	5.6	5.1	9.3	5.5	5.2	5.7

Date School Safety Plan last reviewed: 8/13/2008

School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

IV. School Facilities

School Facility Conditions

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

Planned Improvement

Shafter High School remains one of the safest and cleanest schools in the Kern High School District. In the Spring of 2008, a multi-million dollar modernization project was completed at Shafter High School. During this three year project, 38% of the campus was modernized. All together, sixteen new classrooms were added as well as a new cafeteria, two new student restrooms, and a new agricultural farm that includes a mechanics lab, animal husbandry lab, and hay barn. The total cost of the project was approximately twenty seven million dollars.

The campus as a whole includes 67 classrooms, school library, two gymnasiums, an auditorium, industrial arts complex, school farm, and the Administration Office. In addition the athletic facilities include a football stadium, baseball fields, tennis, handball, and outside basketball courts. The classrooms, auditorium, Administration offices, and all restroom facilities are cleaned and maintained on a daily basis.

Electrical infrastructure has been upgraded to accommodate expansion of network and Internet connection to all classrooms. A new irrigation system was recently upgraded for the school grounds and athletic fields. Heating and cooling units to classrooms and administration offices have been serviced and/or upgraded on needs-be basis. Classroom walls are insulated and acoustically designed to mute external noise. Fluorescent lighting in all classrooms exceeds lumen output requirements. The school randomly conducts fire and earthquake drills to monitor alarm functionality. Fire extinguishers and alarm boxes are serviced annually. The phone and intercom systems are upgraded on an as needs-be basis.

A competent and efficient custodial staff removes campus litter after each lunch period. Wastebaskets are emptied and chalk & white boards are cleaned at the end of each instructional day. The campus is kept "graffiti free" as a result of a KHSD unit that services all sixteen campuses in the High School District

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. Current projects include repavement of access roads and play courts.

School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

School Facility Good Repair Status (School Year 2008-09)

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

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)			X	Some cabinets not anchored or not working properly; counter top damage; Ceiling tiles missing or damaged; floor tiles damaged; paint issues. Repairs scheduled based upon severity.
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety		X		Some areas with no exit sign; no fire extinguisher; no fire pull station. Repairs scheduled based upon severity.
Electrical (interior and exterior)		X		Some areas not enough light fixtures in room or some of the lights not working. Repairs scheduled based upon severity.
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)	X			
Restrooms			X	Some toilets leaking at the floor; hand dryers not working; toilet partitions need repair (doors & latches); plugged traps on sinks, urinals and floor drains. Repairs scheduled based upon severity.
Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness	X			

Overall Summary of School Facility Good Repair Status (School Year 2008-09)

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

Item Inspected	Facility Condition			
	Excellent	Good	Fair	Poor
Overall Summary		X		

Date of inspection: 11/08

Completion date of inspection form: 11/08

School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

V. Teachers

Teacher Credentials

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

	School			District
	2005-06	2006-07	2007-08	2007-08
Teachers				
With Full Credential	62	65	62	1,516
Without Full Credential	1	2	1	40
Teaching Outside Subject Area of Competence	--	--	--	n/a

Teacher Misassignments and Vacant Teacher Positions

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

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	0	0	0
Vacant Teacher Positions	0	0	0
Total Teacher Misassignments	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2007-08)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the NCLB Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0%	0.0%
All Schools in District	97.8%	2.2%
High-Poverty Schools in District	99.1%	0.9%
Low-Poverty Schools in District	98.9%	1.1%

School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2007-08)

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	6.0	250
Library Media Teacher (Librarian)	--	--
Library Media Services Staff (paraprofessional)	1.0	--
Psychologist	--	--
Social Worker	--	--
Nurse/a	--	--
Speech/Language/Hearing Specialist	--	--
Resource Specialist (non-teaching)	--	--
Other	--	--

VII. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2008-09)

Textbook Information

This section provides information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

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.

School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

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

Textbook Availability

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

Subject Area	Textbook Title and/or Publisher	Year of Adoption
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School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

	History: Glencoe/McGraw, Economics: Principles and Practices, 1995	1995
	Math: McDougal Littell, Algebra 2: An Integrated Approach, 1998	1998
English-Language Arts	English: Literature & language arts: 6th course: essentials of British and world literature	2007
English-Language Arts	English: Literature & language arts: 4th course	2007
English-Language Arts	RLA:Language! 3rd Edition, 2004, Gr. 4-8 **	2004
English-Language Arts	EL:Heinle and Heinle Publishing, Making Connections 1, 1996. Heinle and Heinle Publishing, Voices in Literature (Bronze), 1996.	1996
English-Language Arts	EL: Heinle and Heinle Publishing, Making Connections 3, 1996. Heinle and Heinle Publishing, Voices in Literature (Gold), 1996.	1996
English-Language Arts	EL: Heinle and Heinle Publishing, Making Connections 2, 1996. Heinle and Heinle Publishing, Voices in Literature (Silver),	
English-Language Arts	English: Literature & Language arts: 3rd Course Holt 2003	2007
English-Language Arts	English: Literature & language arts: 5th course: essentials of American literature	2007
History-Social Science	History: Glencoe/McGraw-Hill, American Government: Principles and Practices, 1996	1996
History-Social Science	History: McDougal Littell, The Americans: Reconstruction to the 21st Century, 2003	2003
History-Social Science	History:Glencoe/McGraw, Economics: Principles and Practices, 1995	1995
History-Social Science	History: MCDougal Littell, Modern World History: Patterns of Interaction, 1999, 2003	2003
Mathematics	Math: Freeman, the Practice of Statistics, 1999	1999
Mathematics	Math: Pearson Education, Consumer Mathematics, 2003	2003
Mathematics	Math: Houghton Mifflin, Pre-Calculus, 1997	1997
Mathematics	Math: Prentice Hall, Calculus: Graphical, Numerical, Algebraic, 2003	2003
Mathematics	Math: McDougal Littell, Algebra 1 Concepts and Skills 2001	2001
Mathematics	Math: McDougal Littell, Geometry Concepts and Skills 2003	2003
Mathematics	Math: McDougal Littell, Mathematics Concepts and Skills Course 2 2001	2001
Science	Science:Glencoe/McGraw Hill, Science Level Blue,, 2005	2005
Science	Science: Delmar/Thomas, Science of Earth Systems, 2004	2004
Science	Science: Holt, Rinehart and Winston, The Dynamics of Life, 1998	1998
Science	Science: Glencoe/McGraw Hill, Physics: Principles and Problems, 1995	1995
Science	Science: Prentice Hall, Chemistry: Connections to our Changing World 2002	2002

School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

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

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

Core Curriculum Area	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	0%

Textbook Information Collection Date: 8/22/08

School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

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

Subject Area	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School	\$10,335.00	\$2,496.00	\$7,839.00	\$42,000.00
District	n/a	n/a	--	\$60,190.00
Percent Difference – School Site and District	--	--	--	43.3%
State	n/a	n/a	\$5,300.00	\$65,574.00
Percent Difference – School Site and State	--	--	32.4%	56.1%

Types of Services Funded (Fiscal Year 2007-08)

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

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.

Teacher and Administrative Salaries (Fiscal Year 2006-07)

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

Range	District	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,344.00	\$41,367.00
Mid-Range Teacher Salary	\$63,387.00	\$66,967.00
Highest Teacher Salary	\$90,783.00	\$85,877.00
Average Principal Salary (Elementary)	\$0.00	--
Average Principal Salary (Middle)	\$0.00	\$112,947.00
Average Principal Salary (High)	\$119,453.00	\$123,438.00
Superintendent Salary	\$220,277.00	\$185,780.00
Percent of Budget for Teacher Salaries	34.7%	37.1%
Percent of Budget for Administrative Salaries	4.7%	5.1%

School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

IX. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the Standardized Testing and Reporting (STAR) Results Web page at <http://star.cde.ca.gov>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

CST Results for All Students – Three-Year Comparison

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

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	23%	22%	27%	30%	31%	32%	42%	43%	46%
Mathematics	12%	8%	13%	14%	13%	14%	40%	40%	43%
Science	13%	16%	22%	27%	28%	35%	35%	38%	46%
History-Social Science	34%	32%	34%	23%	24%	26%	33%	33%	36%

School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

CST Results by Student Group – Most Recent Year

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

Group	Percentage of Students Scoring At Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	23%	11%	17%	30%
Pacific Islander	--	--	--	--
White (not Hispanic)	54%	24%	51%	57%
Male	25%	14%	26%	40%
Female	29%	11%	17%	28%
Economically Disadvantaged	23%	11%	18%	29%
English Learners	3%	2%	5%	10%
Students with Disabilities	4%	0%	--	24%
Students Receiving Migrant Education Services	16%	9%	12%	25%

School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

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

This table displays the percent of students achieving at the Proficient or Advanced level in English-language arts and mathematics.

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	26.3%	30.5%	34.5%	44.1%	40.6%	49.8%	51.1%	48.6%	52.9%
Mathematics	31.8%	40.8%	43.0%	42.2%	46.0%	48.0%	46.8%	49.9%	51.3%

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

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

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	65.5%	30.3%	4.2%	57.0%	29.0%	14.0%
African American	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--
Asian	--	--	--	--	--	--
Filipino	--	--	--	--	--	--
Hispanic or Latino	69.9%	27.0%	3.1%	60.9%	27.5%	11.6%
Pacific Islander	--	--	--	--	--	--
White (not Hispanic)	39.1%	50.0%	10.9%	36.2%	36.2%	27.7%
Male	68.7%	25.3%	6.0%	55.0%	31.1%	13.9%
Female	62.4%	35.0%	2.5%	59.0%	26.9%	14.1%
Economically Disadvantaged	70.6%	26.9%	2.5%	60.5%	26.9%	12.6%
English Learners	81.0%	18.5%	0.6%	66.9%	26.6%	6.5%
Students with Disabilities	73.3%	26.7%	0.0%	86.7%	6.7%	6.7%
Students Receiving Migrant Education Services	78.8%	19.2%	1.9%	63.5%	28.8%	7.7%

School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

California Physical Fitness Test Results (School Year 2007-08)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Fitness Standards
5	0.00%
7	0.00%
9	45.90%

X. Accountability

Academic Performance Index

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

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2005	2006	2007
Statewide	4	3	3
Similar Schools	9	5	7

School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

API Changes by Student Group – Three-Year Comparison

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

Group	Actual API Change			Growth API Score
	2005-06	2006-07	2007-08	2007-08
All Students at the School	-11	-4	14	655
African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	-11	-6	16	636
Pacific Islander	--	--	--	--
White (not Hispanic)	0	10	26	771
Socioeconomically Disadvantaged	-1	-7	20	633
English Learners	-17	-13	1	592
Students with Disabilities	--	--	--	--

Adequate Yearly Progress

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

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

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the AYP Web page <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria (School Year 2007-08)

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

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

School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

Federal Intervention Program (School Year 2008-09)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2006-2007	2004-2005
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement	--	10
Percent of Schools Currently in Program Improvement	--	45.5

XI. School Completion and Postsecondary Preparation

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the University of California Web site at <http://www.universityofcalifornia.edu/admissions/general.html>.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web site at <http://www.calstate.edu/admission/>.

Dropout Rate and Graduation Rate

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

Subject	School			District			State		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Dropout Rate (1-year)	3.2	1.4	4.3	3.7	3.9	5.3	3.1	3.5	4.4
Graduation Rate	90.4	90.9	83.1	84.3	81.9	75.4	85.0	83.0	79.5

School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

Completion of High School Graduation Requirements

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

Group	School	District	State
All Students	--	77%	n/a
African American	--	70%	n/a
American Indian or Alaska Native	--	68%	n/a
Asian	0%	84%	n/a
Filipino	0%	84%	n/a
Latino	77%	74%	n/a
Pacific Islander	0%	75%	n/a
White	96%	84%	n/a
Socioeconomically Disadvantaged	77%	96%	n/a
English Learners	45%	40%	n/a
Students with Disabilities	61%	53%	n/a

Career Technical Education Programs (School Year 2007-08)

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

School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

The Kern High School District's 18 comprehensive high schools, 5 continuation schools, career centers, Bakersfield Adult School and Regional Occupational Center and Programs offer career pathways as outlined from the California Career Technical Education Model Curriculum Standards 15 industry sectors. The collaboration between the District's CTE Programs and the local community college provide a coherent sequence of courses directly related to the academic and career technical preparation of all students for employment in current and emerging occupations. KHSD has been a leader in CTE Programs which have recognized students locally, nationally and internationally.

The ROC offers 24 capstone classes at its location to the local high school students and has expanded introduction, concentration, and capstone program offerings at the comprehensive sites. The Health Careers program offers a sample of the CTE programs that demonstrate the collaboration between the various educational institutions. Students may take introductory and concentrator classes at their regular high school campus, their senior year attend the Nursing Assistant ROC program obtaining state certification, sequence to the Bakersfield Adult School's Licensed Vocational Nursing program, and finish at a local college as a Registered Nurse. A strong articulation with the Kern/South Tulare Consortium for Tech Prep has strengthened the CTE programs at the secondary and postsecondary level.

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

Career Technical Education Participation (School Year 2007-08)

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

Measure	CTE Program Participation
Number of pupils participating in CTE	1,144
Percent of pupils completing a CTE program and earning a high school diploma	--
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100.0%

Courses for University of California and/or California State University Admission (School Year 2007-08)

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

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	47.4%
Graduates Who Completed All Courses Required for UC/CSU Admission	26.6%

Advanced Placement Courses (School Year 2007-08)

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

School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	--	--
English	1	--
Fine and Performing Arts	--	--
Foreign Language	1	--
Mathematics	2	--
Science	1	--
Social Science	1	--
All Courses	6	2.1

XII. Instructional Planning and Scheduling

Professional Development

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

School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

Shafter High School's principal and assistant principal of curriculum have both completed all modules and practicum hours of AB430 principals' training. The assistant principal of administration is currently participating in AB430 training. Module 1: Leadership and Support of Student Instructional Program include 40 hours of content training and 40 hours of Practicum. This module:

- Focuses on familiarizing administrators with the standards-based textbook programs in English Language Arts or reading intervention and mathematics being used in classrooms
- Emphasizes tools and information to assist administrators in monitoring the delivery of instruction and student progress toward mastery of standards.

AB466 is the teacher professional development component of California's school reform effort. AB466 training is specifically designed to provide teachers with in-depth training on their adopted curricular materials in mathematics and English language arts in the context of California content standards and frameworks. The Kern High School District has not selected one English Language Arts textbook but has selected a reading intervention curriculum – Language! third edition. Students in both 9th and 10th grade are identified for reading intervention based on reading scores from 8th grade and the English Literacy 1 class. These students are enrolled in English Literacy classes. These classes use Language! as the intervention/remediation curriculum. The teachers who teach the Literacy classes participate in five days of Language! training as required by AB 466. At this time all teachers at Shafter High School who teach the Literacy courses have been trained in the Language! curriculum.

At this time the Kern High School District uses the state approved Algebra 1 and remedial mathematics textbooks (McDougal Littell, Algebra 1 Concepts and Skills and McDougal Littell, Mathematics Concepts and Skills Courses 1 and 2). Most Shafter High teachers that teach Algebra 1, Foundations of Mathematics 1 and Foundations of Mathematics 2 have received AB 466 professional development materials based training. The training is only offered once a year and if teachers leave the school or district newly hired teachers may not receive the official training until the following year. However, each site has several teachers that have been trained and work with any newly hired teachers. Sites follow a district-wide pacing guide that prepares students for the district benchmark assessments for these courses. At this time about two-thirds of the math teachers have received AB 466 training for the mathematics curriculum.

The Kern High School District provides many opportunities for professional development. The district publishes a staff development calendar which is available in the public folders in Outlook. Teachers may participate in these staff development opportunities as well as those offered through the Kern High School District's approved BTSA program.

In addition, teachers may participate in eighteen hours of paid staff development offered through 1) California Instructional Time and Staff Development Reform Program, 2) the Kern High School District Instruction Division Staff Development Day and 3) Title II Guidelines. Likewise, teachers may also participate in Title I funded staff development that is on-going and systemic. Each school site must submit a staff development plan to the Office of Instruction at the Kern High School District and have the school site council approve the six hours of staff development for the California Instructional Time and Staff Development Reform Program. Each department submits its staff development needs that are incorporated into the overall plan that is submitted to the Office of Instruction.

Shafter High along with all other schools in the Kern High School District participates in the Performance Assessment Model. This model is research based and relies heavily on "Data Driven Decision Making." As "Data Teams" review and analyze student performance data, curricular needs surface as well as the need for implementing a variety of instructional strategies. These identified staff development needs influence the kinds of professional development that is provided for teachers. Using the Performance Assessment Model, teachers have identified power standards, unwrapped standards, identified the big ideas and essential questions, and created performance and benchmark assessments with pacing guides. Furthermore, each school-site has a Professional Development Leader (PDL) or leaders who serve as facilitators for Data Teams. These facilitators provide assistance where needed for data teams and ensure that Data Teams are trained and function according to the Performance Assessment Model.

School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

Professional Development Days

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

	Instructional Days With At Least 180 Instructional Minutes		
	2005-06	2006-07	2007-08
Annual number of school days dedicated to staff development	4	4	4