

Frontier High School

6401 Allen Road • Bakersfield, CA 93314 • (661) 829-1107 • Grades 9-12

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2016-17 School Accountability Report Card Published During the 2017-18 School Year



Kern High School District

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District Governing Board

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J. Bryan Batey, Vice President
Joey O'Connell, Clerk
Jeff Flores, Clerk Pro Tem
Mike Williams, Member

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Superintendent
Scott Cole, Ed.D.
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Michael Zulfa, Ed.D.
Associate Superintendent, Human Resources
Brenda Lewis, Ed.D.
Assistant Superintendent, Instruction
Dean McGee, Ed.D.
Assistant Superintendent, Educational Services and Innovative Programs

School Description

Frontier High School is a fully accredited comprehensive four-year school with a student body of 2,371 located 100 miles north of Los Angeles in the city of Bakersfield. The school opened in the Fall of 2006 with 9th and 10th grade classes and increased each year one grade level until it reached all four classes in 2008-2009. Frontier High School is a high-performing school with a unique and compelling combination of excellence in academics and culture.

Frontier High School started with a commitment to hire teachers and staff with a passion for learning and the instructional process. Frontier continues to be committed to a partnership among staff, students, parents, district office, and the surrounding community to challenge our students academically, athletically, and artistically. Frontier provides students with opportunities to meet or exceed academic expectations set forth in both traditional and innovative course offerings that emphasize rigor and excellence in adopted subject area content standards to demonstrate academic proficiency. All students have the opportunities to meet graduation requirements by taking classes during the regular school year with expanded opportunities during the summer and through online learning platforms. At the time of graduation, students at Frontier are prepared to select from a broad range of options including university, college and technical training. Frontier strives to prepare students to meet the University of California A-G entrance requirements in addition to offering a variety of Career Technical Education (CTE) pathways to choose from: Agriculture and Natural Resources; Art, Media and Entertainment; and Information Technology. These pathways contain many electives which are class options for all students. Some of these offerings are: agriculture, leadership, film production, web design and computer applications/graphics, digital photography, and an array of choices within the visual and performing arts arena.

The enrollment of Frontier High School showed steady the growth the first six years of existence reaching a high in the 2011-2012 school year with 2,481 students. However, more recently Frontier has experienced declining enrollment due to district boundary realignment in the fall of 2012 resulting in a student body of 2,371 for the current school year.

The demographics of the school indicate that 53.3% of the student body is white; 33.2% is Hispanic or Latino; 3.2% is Asian; 2.2% is African American, and 8% is of various other groups. The significant subgroups are White, Hispanic or Latino and Socio-economically Disadvantaged (SED) students. English Language Learners do not represent a significant subgroup since this group is less than 1% of the student body. Nevertheless, Frontier has a complete EL Program to serve the needs of our EL population. The primary language for the approximate 16 students in the EL Program is Spanish.

The school facilities at Frontier High School are above average and well managed. The school sits on 62 acres with 198,000 square feet of classrooms, library, outdoor theater, gymnasium, weight room, 720 seat performance arts center, two agricultural rooms, science labs, cafeteria, covered patio, student store, an administration building, two baseball fields, two basketball courts and two large practice fields for soccer and football. The school is state of the art technologically with wireless connectivity across the entire campus. Each classroom has V-brick video streaming capability, ceiling mounted LCD projectors, computer and phone for each teacher and two computer labs for classroom teacher utilization. Frontier has a traditional calendar and bell schedule offering six instructional periods and two lunch periods.

Staff demographics include 98 full credentialed certificated staff members, including 6 counselors and 4 administrators. 98.9% of the staff is currently highly qualified according to NCLB qualifications. There are 63 classified employees that provide support for the school. The teaching staff participates in a variety of professional development at the site, district and in the state. The full adoption of the research based Professional Learning Community model has influenced the direction of professional development opportunities and instruction. Frontier uses the Richard DuFour Professional Learning Community (PLC) Model and Performance Assessment Model aligned with California State Power standards as a basis for PLC collaboration. Frontier's Professional Development Leaders (PDLs) meet monthly with members of the administration to review progress of the PLC efforts. The PDLs collaborate with the Professional Learning Community Leaders to plan PLC meetings and provide assistance for the staff. Utilizing the PLC model, academic SMART goals for students at Frontier are set by content area teachers within Professional Learning Community teams (PLCs). In order to effectively monitor progress within their own classrooms, teachers utilize common formative assessments (CFAs). Within PLCs every other week, student work including: essays, reports, tests, CFAs, journals, portfolios, oral presentations, project products, discussions, investigations, lab assignments, experiments and assessments are monitored and reviewed for instructional effectiveness by the teaching staff.

Frontier stakeholders created and adopted the "Titan Quest" mantra as a school and community-wide campaign dedicated to emphasizing the importance of the "Quest" for continuous academic and individual improvement with a clear focus on exceeding academic, co-curricular, and community involvement expectations. The pursuit of our mission is contingent on all Frontier community members, students, teachers, classified staff, administrators and parents working together to encourage and support academic excellence, college and career development, responsible citizenship, collaborative workers and complex thinkers. The school's vision and mission statements and student goals follow and indicate the philosophy of Frontier's staff.

Frontier High School maintains a comprehensive and coherent vision of what students should know and be able to accomplish by graduation as evidenced through our Expected School-wide Learning Results (ESLRs), state standards, values and mission statement. The faculty, working with students, parents, community members, district administrations, school board members and the Kern Economic Development Corporation adopted the school mission in 2006 and enhanced it in 2009 after examining student performance data as well as student, staff, and parent surveys. This process was completed again in 2016 ensuring that Frontier is growing and ensuring that its ongoing commitment to high expectations is realistic, relevant, and rigorous for all students. Moreover, we examine and implement research-based practices, which foster a professional learning community at our school aimed directly at making student learning our priority.

Mission Statement

The mission of Frontier High School is for all students to graduate prepared for success in their individual post-secondary experience - college or career. Frontier will provide programs and services to empower all students to be respectful, responsible, safe, and productive members of a 21st century society.

Vision Statement

Frontier High School values meaningful relationships among staff, students, parents and the community to ensure the intellectual, social and personal development of each student. We challenge our students to pursue excellence in academics, artistic expression, athletics, and citizenship through rigorous and relevant curriculum, innovative instruction, and collaboration.

Schoolwide Learner Outcomes

Respectful Collaborators:

- Work constructively with others in a variety of 21st century settings
- Remain open and flexible to the ideas of others to advance common goals
- Display leadership skills that inspire others to achieve, serve, and work together

Productive Academic Achievers:

- Meet and exceed KHSD graduation requirements
- Communicate purposefully and persuasively in verbal and non-verbal situations
- Think critically and demonstrate essential problem solving skills
- Use technology competently to gather, analyze, and synthesize information

Responsible Citizens:

- Take personal responsibility for their actions and choices
- Actively develop and review post high school goals
- Demonstrate respectful digital literacy

Safe, Empowered Individuals:

- Exhibit positive interpersonal relationships that value all persons
- Make sound decisions about their physical, emotional, and mental health
- Feel invested in the school, local, and global communities

The Frontier High School leadership cabinet consists of the principal, assistant principals, deans, head counselor, activities director, and athletic director. The Department Leaders Team consists of the principal, assistant principals, dean, department chairs, professional development leaders, head counselor and program coordinator. The Department Leader Team gather input from staff, students, parents, boosters, site council, and the surrounding community and meets monthly to review on-going needs of the school and student activities to ensure the most productive learning environment. The school site leadership teams as well as Professional Learning Community (PLC) teams meet at least once yearly at the start of the school year to review the school-wide goals, mission, and schoolwide learner outcomes (SLOs) for the school. Teams give feedback as to the validity of each. These discussions help recommit the staff to the efforts that drive school improvement and student success at Frontier High School.

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	619
Grade 10	595
Grade 11	586
Grade 12	560
Total Enrollment	2,360

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.2
American Indian or Alaska Native	0.7
Asian	3.2
Filipino	3.6
Hispanic or Latino	33.2
Native Hawaiian or Pacific Islander	0.5
White	53.3
Two or More Races	1.8
Socioeconomically Disadvantaged	24.3
English Learners	1.1
Students with Disabilities	7
Foster Youth	0.6

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			
Frontier High School	15-16	16-17	17-18
With Full Credential	85	85	103
Without Full Credential	0	1	3
Teaching Outside Subject Area of Competence	0	0	0
Kern High School District	15-16	16-17	17-18
With Full Credential	◆	◆	1,790
Without Full Credential	◆	◆	64
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Frontier High School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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 2017-18)

All Frontier High School students receive the required CA standards-aligned textbooks as required by law. Each year all textbooks are reviewed for quality and maintained to high standards. When textbooks are damaged, they are replaced annually. Students are immediately provided a replacement textbook in the event of loss or damage. All textbooks are current editions or as required by CA law.

Currently, all Frontier High School students receive sufficient textbooks and instructional materials.

Textbooks and Instructional Materials Year and month in which data were collected: August 2014	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Holt Literature & Language Arts Third Course (Grade 9) Holt Literature & Language Arts Fourth Course (Grade 10), 2003 Holt Literature & Language Arts Fifth Course (Grade 11), 2003 Holt Literature & Language Arts Sixth Course (Grade 12), 2003 Literature Structure Sounds and Sense, 9th edition, 2006 Edge Level A Student Edition, National Geographic, 2007 Edge Level B Student Edition, National Geographic, 2007 Edge Level C Student Edition, National Geographic, 2007 Edge Fundamentals Student Edition, National Geographic, 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Discovering Mathematics - Advanced Algebra/Kendall Hunt Adopted 2015 The Practice of Statistics/Freeman Adopted 1999 Pacemaker Algebra 1/Globe Fearon Adopted 2001 Advanced Mathematical Concepts, Precalculus with Applications/Glencoe Adopted 2001 Integrated Mathematics/McDougal-Littell Adopted 2002 Discovering Algebra /Kendall Hunt Adopted 2015 Discovering Geometry/Kendall Hunt Adopted 2015 Mathematics with Business Applications/Glencoe Adopted 2007 Single Variable Calculus/Brook & Cole Adopted 1999 Mathematics Concepts and Skills/McDougal-Littell Adopted 2001 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

Textbooks and Instructional Materials
Year and month in which data were collected: August 2014

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Science	Earth Science California edition 2006 Pearson/Prentice Hall, Science Blue Level 2005 Glencoe/McGraw-Hill, Biology California edition 2007 Pearson/Prentice Hall, Introduction to Veterinary Science 2005 Thomson/Delmar, Biology AP 8th edition 2008 Pearson/Benjamin Cummings, Agricultural Science: Fundamentals & Applications 4th edition 2009 ITP/Delmar, Chemistry Matter and Change California edition 2007 Glencoe/McGraw-Hill, Physics: principles with applications 6th edition 2005 Pearson/Prentice Hall, Conceptual Physics: the high school physics 2006 Pearson/Prentice Hall, Physical Geology 12th edition 2008 McGraw-Hill, Psychology Themes and Variations 7th edition 2007 Wadsworth/Cengage Learning The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	MODERN WORLD HISTORY PATTERNS OF INTERACTION California edition 2006 McDougal Littell, AMERICAN VISION MODERN WORLD TIMES California edition 2006 Glencoe/McGraw-Hill, AMERICAN HISTORY 5th edition 2004 Bedford/St. Martin's, WESTERN CIVILIZATION 7th edition 2009 Thomson/Wadsworth, MAGRUDERS AMERICAN GOVERNMENT California edition 2006 Pearson/Prentice Hall, GOVERNMENT IN AMERICAN PEOPLE POLITICS AND POLICY California 13th edition 2008 Pearson/Longman, ECONOMICS PRINCIPLES IN ACTION California edition 2007 Pearson/Prentice Hall, PRINCIPLES PRINCIPLES & POLICY 12th edition 2011 Western/Harcourt The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	ALLEZ VIENS FRENCH LEVEL 1 2006 Holt, ALLEZ VIENS FRENCH LEVEL 2 2006 Holt, ALLEZ VIENS FRENCH LEVEL 3 2006 HRW, IMAGINEZ LE FRANCAIS SANS FRONTIERES SOURCES 2008 Vista, REALIDADES 1 2004 Pearson/Prentice Hall, REALIDADES 2 2004 Pearson/Prentice Hall, REALIDADES 3 2004 Pearson/Prentice Hall, ABRIENDO PASO LECTURA 2007 Pearson/Prentice Hall The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	Health Wellness 2005 Glencoe/McGraw-Hill The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	Basic Drama Projects 8th edition 2009 Perfection Learning, Stage and the School 9th edition 2005 Glencoe/McGraw-Hill The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A 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: August 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			100% rating on most recent FIT with no deficiencies noted for gas leaks, mech/hvac, sewer
Interior: Interior Surfaces			X	73.91% on most recent FIT with 42 "D"s noted.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			100% Rating on FIT for restrooms/sinks/fountains; no items noted on most recent FIT.
Safety: Fire Safety, Hazardous Materials	X			100% rating on most recent FIT for fire safety / hazardous materials, with no deficiencies noted.
Structural: Structural Damage, Roofs	X			100% rating on most recent FIT for structural damage and roofs, with no deficiencies noted.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			99.70 Rating on most recent FIT.
Overall Rating	Exemplary	Good	Fair	Poor
		X		

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	59	70	51	51	48	48
Math	35	34	23	21	36	37

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	573	563	98.3	67.3
Male	282	278	98.6	65.8
Female	291	285	97.9	68.8
Asian	17	17	100.0	64.7
Filipino	18	18	100.0	83.3
Hispanic or Latino	176	172	97.7	58.7
White	308	302	98.1	70.9
Two or More Races	13	13	100.0	84.6
Socioeconomically Disadvantaged	142	136	95.8	59.6
Students with Disabilities	47	46	97.9	37.0

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	69	67	51	48	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	9.9	28.5	46.7

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

**School Year 2016-17 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	582	567	97.42	69.79
Male	289	278	96.19	59.57
Female	293	289	98.63	79.58
Black or African American	11	9	81.82	55.56
American Indian or Alaska Native	--	--	--	--
Asian	18	18	100	77.78
Filipino	20	20	100	85
Hispanic or Latino	182	179	98.35	66.48
White	306	296	96.73	69.15
Two or More Races	16	16	100	81.25
Socioeconomically Disadvantaged	138	133	96.38	61.65
English Learners	11	11	100	9.09
Students with Disabilities	46	40	86.96	12.82
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

**School Year 2016-17 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	583	571	97.94	34.04
Male	290	280	96.55	29.39
Female	293	291	99.32	38.49
Black or African American	11	9	81.82	11.11
American Indian or Alaska Native	--	--	--	--
Asian	18	18	100	33.33
Filipino	20	20	100	45
Hispanic or Latino	183	180	98.36	27.22
White	306	300	98.04	35.45
Two or More Races	16	15	93.75	46.67
Socioeconomically Disadvantaged	139	133	95.68	27.07
English Learners	11	11	100	0
Students with Disabilities	46	41	89.13	2.5
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Progress of parental involvement for parents of students in Migrant and EL programs

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

Strong community and parent involvement is an asset of Frontier High School. Parent involvement in school activities and different groups is very exceptional. Traditionally over forty percent of our families attended the annual Back to School Night. Furthermore, Frontier's booster groups offer additional opportunities for parental involvement. Various booster groups in academics, athletics, fine arts, and agriculture offer support in fundraising to provide extra services for students participating in extra-curricular activities.

In addition, parents have opportunities to serve as members of the School Site Council. On the School Site Council are students, parents, community members, teachers, classified staff and administrators and at the meetings discussions are held regarding current academic climate, what programs are available, how well students are performing and what can be done to improve student performance. They are elected by their peers so serve in this manner. Frontier parents are also asked to serve as a representative on the District Parent Advisory Committee (DPAC). This DPAC committee meets 4 times per year and representative report back meeting minutes and presentation information to the School Site Council.

Frontier High School utilizes it's student information system's parent portal called ParentVue. Through this system parents have instant access to attendance and grades in order to help them monitor their student's progress. Through this system parents have direct access to email staff when questions or concerns arise. Frontier also utilizes Twitter to publicize school specific information. Furthermore, the school website was revamped during the 2016-2017 school year. The website offers the schedule for different activities along with valuable academic information for parents.

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

Frontier High School has on file a comprehensive safety plan outlining procedures for staff and students in lieu of fire, earthquake, campus emergency, and school evacuation. Frontier's response team, including administrators, teachers, and classified staff is activated when an emergency occurs. Local agencies including Fire, Police, Sheriff, and Ambulance have access to campus maps, gas shut-off valves, emergency exits and fire alarms.

The Dean of Students at Frontier High School 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 truancy and tardy policies are enforced by all staff members. Appropriate measures (counseling, suspension, detention, opportunity program, expulsion and other options) are undertaken, when necessary, to assure the safety and security of all students. One part-time and four full-time campus supervisors assist a full-time campus investigator in monitoring the safety of the campus. Parents are notified when their student violates any school rule.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	6.0	5.1	4.8
Expulsions Rate	0.2	0.0	0.1
District	2014-15	2015-16	2016-17
Suspensions Rate	12.1	10.0	9.6
Expulsions Rate	0.2	0.2	0.1
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		16
Percent of Schools Currently in Program Improvement		84.2

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	5.5
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	.73
Psychologist	1
Social Worker	1
Nurse	0
Speech/Language/Hearing Specialist	1
Resource Specialist	0
Other	
Average Number of Students per Staff Member	
Academic Counselor	431.09

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

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	29	27	25	30	31	44	18	13	8	48	56	60
Mathematics	31	29	26	23	26	41	7	8	14	59	57	53
Science	34	29	27	8	15	22	5	13	7	43	38	45
Social Science	30	29	27	25	21	29	3	9	5	41	38	41

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

Professional Development provided for Teachers

The Kern High School District provides ongoing, subject-specific professional development (PD) to strengthen the instructional capacity of its teachers and build strong learning communities within the organization. Through the offices of Instruction and Instructional Services, 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.

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

PD for Foundations, the district's math intervention course, is similarly constructed. The TOSA who oversees the district's math program meets with the Foundations teachers routinely to assess program effectiveness in relation to student growth. Adjustments to instructional practices and assessments are made based on these PD sessions. As the redesigned Foundations course uses a blended learning model to differentiate instruction, teachers also meet with Edmentum™ coaches to help them integrate the online learning component into their instructional routine. A (pilot) lesson-study training was also offered this year to a small group of Foundations teachers who wished to delve into their teaching practices at a comprehensive level. The sessions include peer observations, a noteworthy advancement to the district's PD offerings. One veteran teacher in the group commented that she realized she needed to "up her game" after completing the observation process. The district believes this model may enrich the learning process of all its teachers and further strengthen the professional learning community (PLC) protocol. As to the specific benefit of the math teachers, this model may improve math instruction, overall, so that more students complete algebra successfully and continue taking higher-level math throughout high school.

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 employs nine TOSAs in the department of Instructional Services: Literacy, English Language Arts, English Language Development, Math, Science, AVID, and two in the Kern High Induction Program (KHIP, formerly known as BTSA). Each TOSA works with his or her respective department, as well as each instruction director and the Associate Superintendent of Instruction, to provide testing and legislative updates and develop appropriate PD that addresses alignment of standards, effective assessment and intervention practices, and implementation of instructional routines that optimize student learning each day. In addition, TOSAs work with sites, as per teacher and/or administrator need. For example, TOSAs meet with individual teachers, PLCs, or provide whole-school trainings, such as trainings in the proper use of STAR Renaissance© for reading and math progress monitoring. TOSAs also meet with education and/or industry partners to develop their programs further and to ensure that current trends and skills are included in the instruction. For example, the science TOSA meets with local industry to develop externships during the summer. Last year, 17 science teachers participated in externships, working with AERA Energy and in the FabLab at California State University, Bakersfield, Chevron's sponsored science lab. Finally, TOSAs organize summer work for their subject matter. This work involves creating resources and/or providing additional trainings. The KHIP TOSAs, for example, provide specific trainings for new teachers.

[Note: The district does not currently have a TOSA for History-Social Science. The English Language Arts TOSA works with the History-Social Science facilitator to provide PD. This year, PD in the new framework was provided by the California History-Social Science Project through UC Davis and through the Stanford History Education Group.]

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

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

Frontier staff participates in a number these workshops for professional development through the district office, and our local school site, in an effort to improve student academic performance on state and local assessments as well as work to refine best teaching practices within current state standard frameworks. Frontier High School has a multifaceted approach to professional development. Frontier High School uses contractually banked time to collaborate with The additional hours will allow PLC teams the ability to develop instructional strategies and interventions aimed at raising test scores on high stakes assessments specifically the CAHSEE to the state proficiency level for under performing students as well as refine CFAs based on student performance in a timely manner.

Staff have been given the opportunity and encouraged to participate in peer observations at our site and at other Kern High School District sites. Teachers are encouraged to go and see best practices taking place in the classrooms of our district.

The Professional Development Leaders (PDLs) on campus work closely with our Professional Learning Community Leaders to ensure data driven decision making is alive and well during all monthly PLC meetings as well as provide assistance with our data-management software, EduSoft. Each department at Frontier High School has a department chair and under the department chair are PLC Leaders (Professional Learning Community Leaders—PLCLs) who specialize in their particular grade level and subject area. All PLC Leaders have been trained in Data driven Decision Making as well as training in regards to pre-test/post-test and monthly training with the Assistant Principal of Instruction in settings team norms, goals and objectives for each particular grade and subject level. All staff development opportunities offered through the Kern High School District are published in both a hard copy booklet as well as posted in the KHSD Public Folders easily accessed through Outlook.

In addition, core area teachers have been trained and participated in RIAP (Reading Institute for Academic Preparation). Many of our English teachers have also been trained in the EAP model via C.S.U. Bakersfield.

Many professional development opportunities have been provided by the Frontier Committees. These committees seek out ways to provide support and instructional assistance to the staff. The current school committees are: School Community Relations, Literacy, Academic Habits of Mind, Intervention and Instructional Technology.

The administration at Frontier High School provide an environment where teachers are encouraged to come into the office and talk about how things are going and they actively seek ways to support instruction. Administrators also can be found out on campus during the school day having informal conversations with staff members about families, personal issues, school improvement, instructional practice, student learning and many other topics. These informal conversations often lead to administration discovering ways to provide additional support for teachers.

Departments have the opportunity to attend their content area state conference and other appropriate conferences that also provide instructional assistance and support. Many go to learn new and innovative practices that are happening around the state. Upon returning to the site, they share these innovative practices with colleagues through department meetings and PLC meetings. Frontier teachers have attended Solution Tree Conferences during the summer months. These conferences have focus on PLC implementation and practice.

Detailed Site-Specific Staff Development Plan:

- All teachers and administration attend monthly collaboration and training hours of banked contractual time for professional development and department/PLC training twice per month. During this collaboration, time PLCs are:
 - Clarifying or creating team norms
 - Clarifying or creating team purpose (What do we want students to learn?)
 - Reviewing or creating Pacing Calendar
 - Reviewing or creating Power Standards (Our Essential Learnings)
 - Reviewing data and seeking ways to implement best practices
 - Planning for the year (SMART goals)—where we want to end up?
 - Establishing the criteria we use to judge student work (How will we know if they've learned?)
 - Reviewing or creating Common Formative Assessments
 - Examining the results of Common Formative Assessments
 - Developing Common Summative Assessments
 - Examine results of Common Summative Assessments
 - Set SMART goals after reviewing data from common formative assessments and planning interventions to supplement shortcomings in student performance based on state proficiency standards and assessments. (What do we do when students do not learn?)
- PLC Collaboration & Training: Each department chair and PLC leader attend a one-hour curriculum and PLC training with the Assistant Principal of Instruction and Leadership Council after school. Training includes pre-assessment and post-assessment, best practices, instructional methods, teaching strategies, classroom management, and data driven decision making (improving student performance) in the core areas.
- Professional Development Leaders work with all teachers to fine tune PLC implementation and developing pre- and post-assessments and fitting those assessments within a pacing calendar (instructional blueprint) that coincides with our district benchmarks.
- CAHSEE instructional strategies and practices are included in PLC trainings and dovetail the district-wide focus on Marzano- based effective teaching strategies. Strategies to target proficiency on CAHSEE will be evaluated and strategies to motivate students will be incorporated in PLC collaboration and training.
- Counselors meet with parents one on one and in small groups for SB 813 meetings and 4-year plans.
- Nearly all staff members have copies of Marzano and Pickering's' book, Building Academic Vocabulary and have been trained in implementation of specific strategies during pre-service.

As discussed above over the past five and a half years, our district has experienced a movement wherein the Professional Learning Community model has been embraced and implemented in eighteen different comprehensive high schools. Throughout the implementation process, over twenty five of our teachers and five administrators have participated in The PLCs at Work Institute. Additionally, many teachers have participated in various trainings related to CFA's, PRTI (Pyramid Response to Intervention), PLC Coaching Academy, and now Marzano's Action Research practices. Though this is district-driven, our teachers feel truly empowered to begin learning by doing and they realize improved student learning relates directly to improved learning about effective teaching and monitoring of learning outcomes by the adults in the institution.

All new teachers participate in the district-coordinated Beginning Teacher Support & Assessment (BTSA) program. In addition to our district's efforts, FHS provides a new-teacher in-service day where our newly hired teachers spend time with administration, their department chair(s) and PLC leader(s) to become familiar with the mission, vision, values and goals at Frontier in addition to learning the common policies and practices, pacing guides, essential learnings for courses taught, and PLC norms and expectations of their department. New teachers are required to attend the Classroom Organization and Management Program (COMP) which is a series of workshops designed to help new teachers manage the plethora of daily tasks required in the classroom.

Many new teachers as well as veteran teachers attend district and county-sponsored professional development workshops. Throughout the year, the district provides individual and consecutively grouped professional development workshops to address specific needs of teachers and to support successful classroom practices. Teachers receive a master list of all workshops offered each semester. Workshops, offered at various times, accommodate individual schedules such as coaches, etc. Department Chairs meet monthly at both the site and district levels to discuss pacing, benchmarks, current challenges and instructional practices.

Professional Development Days

The following displays information on the annual number of school days with at least 180 instructional minutes dedicated to staff development for the most recent three-year period.

- 2012-13: 3
- 2013-14: 3
- 2014-15: 3
- 2015-16: 3
- 2016-17: 3

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,168	\$50,221
Mid-Range Teacher Salary	\$67,692	\$83,072
Highest Teacher Salary	\$101,126	\$104,882
Average Principal Salary (ES)		
Average Principal Salary (MS)		\$128,094
Average Principal Salary (HS)	\$129,982	\$146,114
Superintendent Salary	\$230,625	\$226,121
Percent of District Budget		
Teacher Salaries	29%	34%
Administrative Salaries	4%	5%

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

Types of Services Funded

Services provided by the regular program to enable under-performing students to meet standards:

- 9th grade students identified as needing remediation in ELA are placed in an English 9P (W) course which provides intensive remediation in reading and writing skills while also addressing the English 9P standards
- Applied Algebra or CAHSEE math classes are required for any juniors who have not yet passed the CAHSEE. Applied Algebra is also available for sophomores who need remediation before advancing to Algebra 1 P (in preparation for the CAHSEE)
- English 11 Gen is offered for juniors who have not yet passed the CAHSEE as well as CAHSEE English classes
- Foundations 2 math courses (pre-algebra) are offered to students in the summer before their 9th grade year as remedial preparation for an Algebra course
- English 9P (W) and English 10 Gen are geared toward student in need of remediation in their reading and writing skills while still covering the standards required in English 9 P and English 10 P classes
- When funding is available, Composition 9 summer school courses are recommended to incoming 9th grade students who perform at the basic to far below basic levels on the ELA CST
- English Department common writing assessments offer another intervention strategy to give students opportunities to practice the writing portion of the CAHSEE
- Targeted Tutoring is offered after school on Tuesdays and Thursdays. This program utilizes teachers along with peer to peer tutoring. Individual tutoring from individual teachers in the classrooms before school, at lunch and after school is also offered by many staff members
- APEX online delivery of instruction is offered during two class periods per semester for those students in need of credit recovery and repeating an A-G requirement outside of the regular school day
- An Academic Performance class is offered during the school day for students who have not passed 45 credits or have not passed enough credits in English and math credit during the 9th grade school year. According to district policy these students are regarded as 9GRs and repeat a school

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,663	\$836	\$5,827	\$80,150
District	♦	♦	\$8,393	\$73,350
State	♦	♦	\$6,574	\$82,770
Percent Difference: School Site/District			-36.1	8.9
Percent Difference: School Site/ State			-12.0	-3.2

* Cells with ♦ do not require data.

year as a freshmen. This class utilizes the Career Choices curriculum and focuses on study and organizational skills as well as supporting students completing assignments and homework

- A Targeted CAHSEE Bootcamp is held for 12th and 11th grade students who have yet to pass one or both parts of the CAHSEE before the mandated February test date. Students are targeted by a committee and given specific targeted instruction in math and/or English

Services provided by categorical funds to enable underperforming students to meet standards:

- Frontier High School has very few categorical funds to provide programs for under-performing students. Even though we are not a Title 1 school, Frontier does receive a portion of Title II funds from the district to provide professional development opportunities for teachers. ELA and mathematics staff member are AB466/AB472 trained and Language Third Edition trained.
- Focused on our students who are under-performing, Frontier provides CAHSEE classes during the regular school day for all juniors and seniors who have not passed one or both sections of the CAHSEE (ELA/Math), which incorporates the state-adopted electronic online Revolution Prep curriculum. CAHSEE strategies along with reading and writing focus have been infused into English 10 Gen, English 11 Gen, and English 12 Gen classes. Frontier offers two math classes (Integrated Math and Applied Algebra) that provide CAHSEE remediation infused into the regular course of study.
- Frontier provides after school supplemental classes and APEX classes for remediation and credit recovery in the core subject areas when appropriate. Many of these same courses are offered in summer school. All incoming freshmen (8th graders) in need of remediation are strongly recommended to attend summer school before the start of their 9th grade year. Courses offered, when funding allows, for these students are: Composition 9, Foundations 2 and Algebra courses.
- EL students provided services through Title III funds through the district. An English Learner Coordinator and one section of EL classes. Students are grouped together in one class to receive English Language Arts instruction at their grade and proficiency level. The Edge Curriculum has been implemented EL classes. EL students receive immediate intervention while also being provided the ELD district curriculum for EL 1, 2, 3, 4P and 4G. EL 1 and EL 2 students are enrolled in two period of ELA while also receiving bilingual aide support in each of their core classes.
- Literacy classes are offered for those incoming 9th grade students who are identified as needing remediate in ELA. Most students who are enrolled in the English 9P (W) course are also enrolled in Literacy
- Algebra Lab classes are offered for those incoming 9th grade students in need of additional support in Math. Students who are enrolled in the Applied Algebra classes as 9th graders are also enrolled in Algebra Lab class for additional support

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Frontier High School	2013-14	2014-15	2015-16
Dropout Rate	2.7	2	2.2
Graduation Rate	94.45	95.67	96.04
Kern High School District	2013-14	2014-15	2015-16
Dropout Rate	11.1	9	8.4
Graduation Rate	84.44	86.86	87.27
California	2013-14	2014-15	2015-16
Dropout Rate	11.5	10.7	9.7
Graduation Rate	80.95	82.27	83.77

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	906
% of pupils completing a CTE program and earning a high school diploma	5.73%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2016-17 Students Enrolled in Courses Required for UC/CSU Admission	16.62
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	45.84

* Where there are student course enrollments.

2016-17 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English	1	♦
Fine and Performing Arts		♦
Foreign Language	1	♦
Mathematics	1	♦
Science		♦
Social Science	4	♦
All courses	7	17.7

Completion of High School Graduation Requirements			
Group	Graduating Class of 2016		
	School	District	State
All Students	98.01	88.26	87.11
Black or African American	100	84.98	79.19
American Indian or Alaska Native	100	79.66	80.17
Asian	94.12	94.76	94.42
Filipino	100	100	93.76
Hispanic or Latino	99.44	87.73	84.58
Native Hawaiian/Pacific Islander	100	85.71	86.57
White	97.4	89.38	90.99
Two or More Races	100	88.89	90.59
Socioeconomically Disadvantaged	90.48	86.05	85.45
English Learners	100	73.45	55.44
Students with Disabilities	10.53	18.59	63.9
Foster Youth	100	79.1	68.19

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 33 different career pathways as outlined by the California career technical education (CTE) 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 17 capstone classes to the local high school students and supports introduction, concentration, and capstone program offerings at the comprehensive sites. The Health Careers Academy offers a sample of the CTE programs that demonstrate the collaboration between the various educational institutions. Students may take introductory and concentrator classes at their regular high school campus, attend the Nursing Assistant ROC program during their senior year and obtain state certification, sequence to the Bakersfield Adult School's Licensed Vocational Nursing program, and finish at a local college as a Registered Nurse.

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

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

CTE courses at KHSD comprehensive sites are increasing rapidly with 28 different pathways being offered at the various schools. In addition, the District continues to add resources to further improve and expand CTE offerings.

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

Frontier currently offers four Career Pathways:

Agriculture and Natural Resources; Arts, Media and Entertainment; Information Technology and Project Lead the Way (Pre-Engineering).

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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.