1. Kern Workforce 2000 Academy Charter
2. Workforce Sites and Facilities
3. Workforce Staffing
4. Workforce Courses of Study
5. Career Technical Education
6. Parent Involvement
7. Student Recognition
8. Moving Forward
Kern Workforce 2000 Academy

• Established in 1995 to serve the most “at risk” students in Kern County
• Operates in late afternoon and evening on 6 Kern High School District (KHSD) campuses
  • enrollment in two 180 minute courses for a total of 360 minutes per day
  • Monday through Thursday and alternate Fridays
• 5 sessions held each year
• Utilize KHSD credentialed teachers to provide instruction
• Workforce 2000 students meet all graduation requirements of the KHSD
Workforce Vision

All students deserve an engaging and relevant learning environment designed by skilled educators and supported by an involved school and local community.
The mission of Workforce Academy is to recover, retain, serve and graduate high-risk, out-of-school, or credit-deficient, high-school-age youth. The Academy aims to serve these youth, who with increased parental engagement, and academic and social-emotional remediation will seize opportunities that will prepare them for a learning-centered, technology literate future. In so doing, students will be better equipped to return to their comprehensive school site or graduate with a high school diploma from the Academy, and pursue post-secondary training, education and career goals.
Workforce Governance Council

Trent Combs—Kern High School Teacher Association Member
Laura Ghilarducci—Kern High School Teacher Association Member
Jerod Moore—Kern High School Teacher Association Member
Robert Schneider—KHSD Board of Trustees Representative
Victoria Shoenhair—Kern High School Teacher Association President
Lee Vasquez—KHSD Board of Trustees Representative
Goal 1: Students will be taught by a skilled faculty, who provide rigorous and relevant learning (CCSS, NGSS & STEM)

<table>
<thead>
<tr>
<th>Action</th>
<th>Project</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>9106</td>
<td>To focus on literacy, provide additional staffing formula for Access course, to provide necessary support and intervention to English Learner (EL) students who reclassify and to students reading between the 4th and 6th IRL according to STAR Renaissance assessment.</td>
</tr>
<tr>
<td>1.2</td>
<td>9107</td>
<td>Provide Apex sections for credit recovery, a-g completion, and/or post-secondary education/training</td>
</tr>
<tr>
<td>1.3</td>
<td>9108</td>
<td>Certificate staff will have the opportunity to participate in Professional Learning Communities (PLC) and Professional Development to align the CCSS (Common Core State Standards) for the core/elective areas and Next Generation Science Standards (NGSS). Non-core subjects to incorporate textual and/or math literacy in curriculum, and SDAIE strategies.</td>
</tr>
<tr>
<td>1.4</td>
<td>9109</td>
<td>Educational Plan for all students and transcript review</td>
</tr>
<tr>
<td>1.5</td>
<td>9110</td>
<td>Literacy Diagnostics: Renaissance licenses, analysis, and Professional Development</td>
</tr>
<tr>
<td>1.6</td>
<td>Base</td>
<td>Maintain Williams Act compliance at all schools by maintaining a “good” or “exemplary” facilities rating on Facilities Inspection Tool (FIT) at all Workforce sites.</td>
</tr>
<tr>
<td>1.7</td>
<td>Base</td>
<td>Maintain Williams Act compliance at all schools by providing adequate and appropriate instructional materials for all students at all Workforce sites.</td>
</tr>
<tr>
<td>1.8</td>
<td>9111</td>
<td>Integration of STEM into Math and Science courses, including funding for related Professional Development and classroom instruction materials and technology.</td>
</tr>
</tbody>
</table>
Goal 2: Increase parent and community engagement and involvement.

<table>
<thead>
<tr>
<th>Action</th>
<th>Project</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>9205</td>
<td>Increase Parent Involvement and Awareness in Student Academic Growth and Achievement</td>
</tr>
<tr>
<td>2.2</td>
<td>Base</td>
<td>Continue to document all parent contacts in Synergy (KHSD’s management system program)</td>
</tr>
<tr>
<td>2.3</td>
<td>Base</td>
<td>Continue to provide access to ParentVUE a component of (KHSD’s management system program) this will give access to student’s homework assignments, grades and attendance.</td>
</tr>
<tr>
<td>2.4</td>
<td>9206</td>
<td>Increase Parent Involvement and Awareness in Student Social-Emotional, Behavioral Growth</td>
</tr>
<tr>
<td>2.5</td>
<td>9207</td>
<td>Engage community involvement and partnership in student learning (community outreach, communications)</td>
</tr>
</tbody>
</table>
Workforce Student Local Control Accountability Plan (LCAP)

● Goal 3: Provide students with a clean, healthy, physically and emotionally safe learning environment to increase the graduation rate for all students and prepare students to be college and career ready.

<table>
<thead>
<tr>
<th>Action</th>
<th>Project</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>9302</td>
<td>Increase CTE sections, staffing and resources including, Odysseyware Licenses and Professional Development, textbook resources as needed</td>
</tr>
<tr>
<td>3.2</td>
<td>9303</td>
<td>Provide staffing sections for Career Education courses: (ex. Career Choices, Career Tech, Career Development, Regional Occupational Center promotion which provides career exploration, long-term educational and career planning, and dual enrollment opportunities.</td>
</tr>
<tr>
<td>3.3</td>
<td>9304</td>
<td>Development of Positive Behavioral Intervention and Supports (PBIS) systems. Implementation of PBIS strategies and initiatives. Professional Development for staff.</td>
</tr>
</tbody>
</table>
Workforce Sites and Facilities

- Workforce conducts classes on 6 Comprehensive sites:
  - Arvin High School
  - Bakersfield High School
  - East Bakersfield High School
  - Foothill High School
  - South High School
  - West High School
- Facilities are well maintained by KHSD Maintenance and Operations in conjunction with site personnel
- As reported in the School Accountability Report Card according to the Facilities Inspection Tool, all sites were found to be in Good Repair
Workforce Staffing

- Dean of Workforce 2000 Academy
- 2 co-coordinators at each site
- Highly qualified credentialed teachers from various KHSD campuses
- CTE Credentialed teachers
- Counselors assist with review of transcripts and Student Education Plans
- Intervention Specialists assist as needed to support students social emotional
# Workforce Site Schedules

<table>
<thead>
<tr>
<th>Location</th>
<th>Session 1 (Period 1)</th>
<th>Session 2 (Period 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>WF@Arvin</td>
<td>3:10 pm – 6:10 pm</td>
<td>6:30 pm – 9:30 pm</td>
</tr>
<tr>
<td>WF@BHS</td>
<td>2:50 pm – 5:50 pm</td>
<td>6:10 pm – 9:10 pm</td>
</tr>
<tr>
<td>WF@East</td>
<td>3:30 pm – 6:30 pm</td>
<td>6:50 pm – 9:50 pm</td>
</tr>
<tr>
<td>WF@Foothill</td>
<td>2:45 pm – 5:45 pm</td>
<td>6:05 pm – 9:05 pm</td>
</tr>
<tr>
<td>WF@South</td>
<td>2:51 pm – 5:51 pm</td>
<td>6:10 pm – 9:10 pm</td>
</tr>
<tr>
<td>WF@West</td>
<td>3:30 pm – 6:30 pm</td>
<td>6:50 pm – 9:50 pm</td>
</tr>
</tbody>
</table>
Workforce Student Enrollment

• 2016-2017 Cumulative Enrollment 717
• 2016-2017 Workforce Census Data average enrollment 423
• 10 Foster Youth and Homeless students attended Workforce sites
• 13% English Language Learners
  • District support, Instructional strategies and support in the classroom
  • 55 EL Students
• All students are voluntarily enrolled
• 2016-2017 CBEDS
  • 71% Unduplicated Count
  • 64% Students NSLP
Workforce Student Enrollment By Ethnicity 2016-2017 School Year

![Workforce Enrollment by Ethnicity](image-url)

- African American: 5.9%
- Hispanic: 83.5%
- White: 21.9%

Legend:
- Kern High School District
- Workforce
# Workforce Student Apportionment

## Attendance Rate

**2016-2017**

<table>
<thead>
<tr>
<th>Annual ADM Report</th>
<th>ADA</th>
<th>ADM</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015</td>
<td>346.73</td>
<td>362.91</td>
</tr>
<tr>
<td>2015-2016</td>
<td>372.49</td>
<td>388.64</td>
</tr>
<tr>
<td>2016-2017</td>
<td>355.44</td>
<td>372.03</td>
</tr>
</tbody>
</table>
## Workforce Student Apportionment

### Apportionment Data

<table>
<thead>
<tr>
<th></th>
<th>CBEDS Enrollment</th>
<th>P1</th>
<th>P2</th>
<th>P3</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-2014</td>
<td>279</td>
<td>275.70</td>
<td>275.26</td>
<td>262.11</td>
</tr>
<tr>
<td>2014-2015</td>
<td>406</td>
<td>392.97</td>
<td>369.17</td>
<td>346.73</td>
</tr>
<tr>
<td>2015-2016</td>
<td>422</td>
<td>421.49</td>
<td>402.19</td>
<td>372.49</td>
</tr>
<tr>
<td>2016-2017</td>
<td>423</td>
<td>405.74</td>
<td>385.79</td>
<td>355.44</td>
</tr>
</tbody>
</table>
Workforce Graduates 2016-2017

- 133 Graduates from Workforce Sites
- 69 Students returned to home site and graduated
- Enrollment
  - 41% juniors
  - 59% seniors
- 61 Seniors deficient 25 credits upon enrollment graduated
- Graduation Ceremonies in winter, spring and summer
Workforce Courses of Study

- **ENGLISH**
  - English 9-12

- **MATHEMATICS**
  - Integrated Math
  - Consumer Math 1 & 2
  - Foundations
  - Applied Algebra
  - Math 9-12

- **HEALTH**
  - Health
  - Extreme Health

- **SCIENCE**
  - Earth Science
  - Biology
  - Integrated Science

- **MODERN LANGUAGE**
  - Spanish
  - Conversational Spanish 1 & 2

- **PHYSICAL ED.**
  - PE 9-10 Make Up
  - COED PE Elective
  - Makeup PE

- **SOCIAL STUDIES**
  - World History
  - US History
  - Government
  - Economics
  - Contemporary Issues

- **Fine and Performing Arts**
  - Art – Beginning / Intermediate / Advanced
  - History / American Cinema
  - Graphic Arts
Workforce Courses of Study Continued

- **ELECTIVES**
  - Access
  - Career Development
  - Career Technology
  - Communication Skills
  - Creative Writing
  - Criminal Justice
  - Computer Application/Intro to Computers
  - Culinary Arts

- Exploring Music
- Wood 1, 2 & 3
- Leadership
- Life Skills
- Mechanical Drawing
- Photography 1 & 2
- Personal Finance
- Video Production
- Web Design
Career Technical Education

• 78 students enrolled at ROC in the 2016-17 School year
• 36 students completed a 270 hour course
• 24 students completed a 540 hour course
• 887 enrollments in CTE courses at the Workforce sites
Career Technical Education
Regional Occupation Program Participation

Workforce students are currently enrolled in the following programs at the Regional Occupational Center:

- Auto Body and Fender
- Auto Tech*
- Business, Banking, & Finance
- 3D Animation
- Robotics Engineering
- Plant Production
- Fire Technology*
- Law Enforcement*

- Administrative Office Assistant
- Retail Sales
- Early Childhood Education*
- Welding*
- Metal Fabrication

*Students can earn an industry recognized certification upon completion of the course
Instructional Technology

- Teachers utilize existing technology and instructional strategies to provide engaging lessons to students
  - Chromebooks
  - Computer Labs
  - Smartboards
  - EBeams
  - Document Cameras
  - Google Classroom
  - Assessment software
  - Synergy
    - Gradebook
    - Parent Vue
Workforce Student Recognition

- Dean’s Honor Roll 2016-2017 Session 3 and 4
- 230 Academic Achievement Recognition 3.0 or higher
- 20 Perfect attendance
  - 0 absences, 3 tardies maximum
- 7 Above and Beyond
  - ROC
  - C or better in each class
Parent Involvement and Communication

- Parent enrollment orientation meetings
- Parent Nights hosted by each site twice a year
  - 312 parents & guardians have participated
  - Parent night surveys for feedback
- 169 Workforce LCAP parent surveys completed in 2016-2017
- Synergy 1129 access keys
- 247 Parents Activated ParentVue accounts
- 140 Parents using accounts
- Currently Remind 101 users in 107 English and Spanish
- Access to Parent Centers on each campus
Moving Forward

• Continue to provide Career Technical Education opportunities for students.
• Continue to focus on student literacy
• Continue to provide opportunities for professional development to focus on the instructional needs of our students
• Continue to develop education plans and prepare students to be college and career ready
• Continue to integrate STEM into math and science courses
• Continue to increase parent involvement and develop community partners
• Continue to develop Positive Behavior Interventions and Supports to meet the needs of our students