

# Nueva Continuation High School

8600 Palm Ave • Bakersfield CA 93309 • (661) 845-1532 • Grades 9-12

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<http://nueva.kernhigh.org/>



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



### **Kern High School District**

5801 Sundale Ave.  
Bakersfield, CA 93309-2924  
(661) 827-3100  
[www.kernhigh.org](http://www.kernhigh.org)

### **District Governing Board**

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

### **District Administration**

Bryon Schaefer, Ed.D.  
**Superintendent**  
Scott Cole, Ed.D.  
**Deputy Superintendent, Business**  
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**

### **Nueva High School's Mission Statement is:**

Nueva High School fosters an environment that promotes student educational, vocational, and personal success.

We strive to empower students to enter the workforce or pursue post-secondary education and be responsible and productive members of society.

### **Nueva's Vision Statement:**

Nueva empowers all students to create opportunity for themselves in a diverse community.

### **Nueva High School SLOs:**

Be Effective Communicators- Write clearly and coherently, Speak with a command of standard English, Use technology to research, organize, and present in an effective manner

Be Self-Directed Learners- Choosing to participate appropriately in academic achievement, Take initiative for your own learning, Work collaboratively

Demonstrate Academic Proficiency- Showing improvement in testing scores, passing CAHSEE, Achieving passing grades in all classes

Be Responsible- Exhibit good attendance, Participate in school and community activities, Earn a minimum of 25 credits per semester

### **WASC Accreditation History**

Nueva High School's previous Focus on Learning Self-Study and WASC Accreditation visit were completed in the spring of 2014-2015. Nueva received a two year probationary with a two day, two year re-visit scheduled to be completed in April 2016-2017. The WASC Visiting Committee commended Nueva in a number of areas but specifically for creating a strong sense of culture that makes Nueva a positive and safe place for students to learn. Students feel the staff and administration genuinely have their best interests at heart and there is someone available to assist them with their academic and social needs. The Action Plan resulting from the Self-Study addresses the critical areas for follow up. Site Administration, the WASC Self-Study Chairperson, and staff members revisited the Action Plan fall and spring 2017-2018 and made appropriate changes and to re-visit priorities during spring and summer 2016-2017.

Nueva's WASC Action Plan centered on five primary goals:

1. Goal 1: Students will demonstrate increased proficiency on the English and math portions of CAHSEE. This goal became mute in fall 2016 when the CAHSEE test was suspended by California's Legislature.
2. Goal 2: Students will participate regularly in ELA and math diagnostic tests.
3. Goal 3: Create more effective Professional Learning Communities to enhance instruction.
4. Goal 4: Complete Common Core Benchmark assessments and Pacing Guides in all core subjects by May 2016.
5. Goal 5: Utilize varied instructional strategies to encourage student engagement.

Nueva High School is located in Lamont, California, approximately 8 miles south of Bakersfield. Nueva serves the needs of students in the southeastern end of the San Joaquin Valley, primarily the predominantly-Hispanic communities of Arvin and Lamont. Arvin is 93% Hispanic with 87% of households speaking a language other than English, while Lamont is 95% Hispanic with 86% of households speaking a language other than English. The median family income is \$32,999 (Arvin) and \$34,672 (Lamont) per year, compared to a state average of \$61,094. The poverty rate for Arvin/Lamont is 33% /29% respectively, compared to the state's rate of 16%. In both communities, only 37% of adults over 25 have completed a high school diploma, compared with the state average of 81%, while the percentage of adults 25 and over with a bachelor's degree is 3.3% (Arvin) and 2.0% (Lamont), compared to 30.7% for the state.

Nueva students have, for various reasons, generally been unsuccessful at traditional comprehensive sites resulting in students with an earned credit deficiency. Reasons might include inconsistent attendance and truancy, behavior issues, difficulty adjusting to a large school environment, not feeling safe at their home school, feeling bullied at their home school, or being a teen parent. New students can be enrolled daily and while most are referred from a comprehensive high school, students may also enter Nueva from community or court schools, from SARB, or as a self-referral. During the 2016-2017 school year, Nueva had 35 EL students and 8 Migrant students enrolled. Nueva enrolls Special Education students whose IEP states that Nueva is the best school for their particular circumstances. .

Nueva students receive direct instruction five periods per school day. Students

participate in Star Renaissance Assessments at least three times per school year and also take the SBAC test in the spring. Nueva has administered the CELDT test to EL students in the past and will begin using the ELPAC in spring, 2018.

Nueva is supported by the KHSD. Beginning in 2015-2016, The KHSD provided Nueva with an additional FTE to add a staff member to address the CTE needs of our students. Nueva hired a business person to teach Career Beginnings and Computer Applications. In 2015-2016, Nueva became the first continuation school in the KHSD to offer students dual enrollment credit with Bakersfield College. Students enrolled in the Career Beginnings course are able to earn three dual enrollment credits if they meet course standards.

The KHSD has also been supportive regarding the technology needs at Nueva. Each classroom has a Smartboard and document camera. Nueva is a Wi-Fi campus and there are more Google Chromebooks on campus than there are students. Nueva was the first campus in the KHSD to have a one to one desktop/Chromebook to student ratio. Nueva students are allowed, and encouraged, to participate in the district's ROP program. Nueva is included in all the District's professional development offerings.

A unique characteristic at Nueva is an individual mission and vision plan for post-secondary success designed for each student. Students are encouraged to attend college tours and to participate in school site college/career fairs. Also, Nueva invites guest speakers to speak with students about their particular field of work.

Also, Nueva is unique in expecting continuation students to participate in five classes per school day. Although students need to complete only 180 minutes to be considered a full time continuation student, Nueva students attend 325 minutes per day allowing them a real opportunity for credit recovery.

### 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	1
Grade 10	13
Grade 11	36
Grade 12	81
<b>Total Enrollment</b>	<b>131</b>

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	96.2
Native Hawaiian or Pacific Islander	0
White	3.1
Two or More Races	0
Socioeconomically Disadvantaged	94.7
English Learners	29.8
Students with Disabilities	1.5
Foster Youth	0

## 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			
Nueva Continuation High School	15-16	16-17	17-18
With Full Credential	7	7	18
Without Full Credential	0		0
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			
Nueva Continuation 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)**

Every student at Nueva has access to core subject textbooks and instructional materials. When students need to take textbooks home, to complete class or homework, a textbook is available. Due to a fluctuation in enrollment, textbooks purchases are made yearly to make sure every student has textbook access.

Other instructional materials and technology are purchased for the purpose of meeting or exceeding the academic performance standards. Recommendations to obtain materials are made by staff through the schools leadership team or subject area department chairs. The recommendations are based on students’ need and the school’s goals for student success for all students. Final decisions to purchase materials and technology are approved by the Principal and/or Site administrator.

It is KHSD and Nueva policy that all courses taught will use Board approved and standards-based instructional materials to provide instruction in alignment with approved courses of study. KHSD Courses of Study are appropriate for all student groups for which they are approved. The English Learner program has a course of study designed for ELD instructional levels. Each course of study specifies the appropriate instructional materials to be used. Title I provides supplementary materials to be specifically appropriate for Title I students. All core texts are standards-aligned and Kern High School District board approved. Nueva utilizes district-wide approved textbooks for all core subjects. The Supplemental materials are both print and software based through Internet-connected classroom computers. Study guides for CAHSEE ELA and Math and district adopted ELD materials are used at Nueva. Every student including English Learners have access to their own textbook, and instructional materials. To support these programs, computer applications include Revolution, Renaissance Reading and Math, and Advanced Learning Systems (A+).

<b>Textbooks and Instructional Materials</b> <b>Year and month in which data were collected: 1-24-2017</b>	
<b>Core Curriculum Area</b>	<b>Textbooks and Instructional Materials/Year of Adoption</b>
<b>Reading/Language Arts</b>	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 Breaking Through, HMH Books, EL, 2002 Daily Warm Ups- ACCESS Literacy What’s Happening Publications, Magazine Subscription, EL Hiroshima, Vintage Books, 1985  <b>The textbooks listed are from most recent adoption:      Yes</b> <b>Percent of students lacking their own assigned textbook:    0</b>
<b>Mathematics</b>	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

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: 1-24-2017**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	<p>Mathematics Concepts and Skills/McDougal-Littell Adopted 2001</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
Science	<p>Earth Science: Geology, the Environment, and the Universe (Glencoe) Adopted 2002</p> <p>Biology: An Everyday Experience (Glencoe) Adopted 1999</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
History-Social Science	<p>Economics: Fearron's Economics (Fearron) Adopted 2001</p> <p>The Americans: reconstruction to the 21st Century (McDougal Littell) Adopted 2008</p> <p>Modern World History: Patterns of Interaction (McDougal Littell) Adopted 2008</p> <p>Government: West's American Government (West) Adopted 1999</p> <p>Junior Scholastic Edition: Magazine Subscription</p> <p>What do you Want To Stand For, Contemporary Issues, Free Spirit, 2005</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
Foreign Language	<p>N/A</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
Health	<p>Perspectives on Health. D. C. Heath And Company Adopted 1994</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
Visual and Performing Arts	<p>Art in Focus; Glenco 2011</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
Science Laboratory Equipment	<p>N/A</p> <p><b>The textbooks listed are from most recent adoption:</b> N/A  <b>Percent of students lacking their own assigned textbook:</b> 0</p>

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: 10/8/15				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			P RM 7 dirty vents- vents are cleaned annually
<b>Interior:</b> Interior Surfaces		X		Water stain ceiling tiles Rooms P Admin OFC area, P RM 7, room 7 ceiling tiles have been replaced, school to have new T-bar and ceiling tiles replaced summer 17-18.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			100% Rating on FIT for restrooms/sinks/fountains; no items noted on most recent FIT.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			Paint chipping on eaves for P Admin OFC area and Staff RRs. Campus has undergone touch up painting during school year 17/18
<b>Structural:</b> Structural Damage, Roofs	X			P RM 2 dry rot and wood splintering on ramp. Ramp has been replaced.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			No external issues noted in most recent FIT.
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		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	2	3	51	51	48	48
Math		0	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

\* 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	--	--	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

\* 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	69	59	85.51	3.39
Male	40	33	82.5	3.03
Female	29	26	89.66	3.85
Hispanic or Latino	61	54	88.52	3.7
White	--	--	--	--
Socioeconomically Disadvantaged	68	58	85.29	3.45
English Learners	47	40	85.11	0
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--

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	69	60	86.96	0
Male	40	33	82.5	0
Female	29	27	93.1	0
Hispanic or Latino	61	54	88.52	0
White	--	--	--	--
Socioeconomically Disadvantaged	68	59	86.76	0
English Learners	47	40	85.11	0
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--

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)

Nueva has asked parents to complete surveys at back to school and at student of the month luncheons and their responses have been overwhelmingly positive. Parents have stated the school culture is positive and that the office staff makes them feel welcome. Parents feel their child is safe at Nueva with very few incidents of bullying reported. In the past two years, back to school night's parent attendance has increased by approximately 15% over previous years. Parents are invited to participate and attend School Site Council meetings, and Title I/EL meetings at back to school night. Nueva mails postcards home and makes phone calls home to invite parents to back to school night, FAFSA financial aid nights, student of the month luncheons, when students earn honor roll, and more. The best ways to increase parent participation is for Nueva to have a purposeful and consistent school message. Some of the strategies to build participation will include:

Nueva is taking very seriously its role in changing the negative perception many community members have towards continuation students. As mentioned earlier in this report, Nueva is working to improve community relationships. Nueva has found that the best way to develop a growth mindset is to encourage community members to interact with students both on and off campus as much as possible. These are some of the ways Nueva has fostered community relationships:

- Inviting individuals and organizations to the Career & College, and Health Fairs.
- Nueva has increased its student outreach in community volunteer service including:
- Read Across America Family Literacy Night at Vineland School District
- Pre Final PPAACC performances, Vineland School District
- Cesar Chavez Day of Service in coordination with Lamont SAL, Vineland School District, and Assemblyman Rudy Salas.
- Lamont School District
- The Lamont Family Resource Center
- The Lamont Boys and Girls Club
- Christmas for Seniors
- Sprinkling Happiness on Main Street in Lamont
- Dust Bowl Days with the Lamont Women's Club
- The Trunk or Treat Haunted House at Vineland School
- Veteran's Day BBQ at Camp Hamilton Memorial
- Fall Harvest Festival, at Vineland School District
- Las Posadaes Winter Program/Band Dinner and Pozole Cook Off at Vineland School District
- Toys for Tots Distribution at the Lamont Weedpatch Family Resource Center
- Graffiti Clean-up with Assemblyman Rudy Salas, Supervisor Leticia Perez, Lamont SAL Program, Bear Mountain Parks and Recreation Department, and Vineland School District.
- PFLAG, Bakersfield LGBTQ, The Gay and Lesbian Center
- Nueva hosts an open house each fall and spring and invites community members to enjoy a BBQ with our students.
- By inviting community members to speak on specific topics to individual classes, or to the entire student body.
- Increase student participation in field trips. Students have participated in field trips in 2016-2017 that include leadership conferences, Los Angeles Zoo, Getty Museum, University of Southern California State Universities of Fresno State, Northridge and Channel Islands, Natural History Science Museum, Houchin Community Blood Bank, Bakersfield College, Taft College, Santa Barbara Business College, LGBTQ Pride, PFLAG meetings, LGBTQ Education Summit, Bakersfield Music Theatre productions, and others.
- Monitoring students who are involved with Quest for Success to be sure they are meeting program and employer expectations.
- Increased participation in the ROC programs. Nueva will continue to encourage students to attend ROC programs.
- Being certain Nueva students are participating in the District's LCAP Student Advisory Council.

In regards to improving parent involvement, Nueva has committed to increasing the attendance at Back to School nights for the past few school years. Offering a BBQ, mailing home a postcard to families, and making phone calls home has aided in Nueva experiencing its largest parent turn out in September 2016. Additionally, parents and families are invited to the Student of the Month luncheon. Parents of seniors are encouraged to attend the FAFSA financial aid evening each spring. Nueva has the highest percentage of seniors who have completed the FAFSA in the KHSD in 2016-2017. Parents are encouraged to attend Site Council and Title I/EL meetings. Parents are also invited to attend attendance STEP meetings. In addition, students who have earned honor roll status after each semester have a letter mailed home notifying parents and family of the accomplishment. Nueva has collected surveys from parents at Back-to-School and at student of the month luncheons. Surveys show that parents are supportive of Nueva and the education their child is receiving. A next logical step will be to increase the amount of home contact with positive phone calls to parents. One teacher began calling home this year with positive news and the effort was met with resounding success. Lastly, Nueva has found that calling parents rather than mailing information, or relying on students to deliver messages home, is more effective and invites improved parent participation in school events.

## 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.

### **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**

The safety of Nueva's students and staff is of paramount importance. In the spring 2015-2016 student survey, 98.9 percent of students reported they feel physically safe on campus. Nueva holds an orientation in the fall and spring for new students to learn about the culture of Nueva and behavior expectations for all students. A school assembly is held for all students to remind them of behavior expectations at Nueva. The site administrator checks the discipline, attendance, and conference history for each student enrolling at Nueva and recommends to the community specialist or intervention specialist potential services and supports the student may benefit from. Enrolling students and their parent/guardian meet with Nueva's academic advisor to discuss transcripts and graduation plans with students. Nueva has one member of campus security who is on campus from 7:30AM until 4:00 PM. Most California continuation schools do not have campus security assigned and Nueva is thankful the KHSD assigns campus security to each of the continuation schools. Nueva High School and the Kern High School District have comprehensive emergency and safety plans that address civil defense, disaster, school safety, and crisis intervention. Nueva has developed a NIMS plan that is in compliance with this nationwide safety plan. The district meets regularly with site administrators to coordinate school and district procedures and policies. The safety plans are updated annually. Nueva also has four safety meetings per year and all staff members are invited to attend. During the meetings a calendar for drills is assembled and the staff discusses potential safety issues on campus. Nueva held the following drills during the 2016-2017 school year:

- Two fire drills
- Two lockdown/evacuation drills
- Participated in the California Shakeout earthquake drill
- Run, Hide, Fight Training conducted by the KHSD Police Force

The staff has developed comprehensive procedures for dealing with a wide range of safety concerns which includes:

- School/Community Profile
- Bullying Awareness
- New student orientations
- Suicide Prevention/Awareness
- School-wide Student Indicators
- Child Abuse/Neglect Mandated Reporter Procedures
- Suspension/Expulsion Procedures
- Dangerous Pupil Notifications
- Sexual Harassment Policy/Training
- Dress Code and School Discipline Code
- NIMS Plan/Incident Command System Plan/Comprehensive School Safety Plan
- Behavior Contract
- Refrain from Contact Contract
- Teen parent group conducted by Kern County Health and Human Services
- Close working relationship with Clinica Sierra Vista which allows students to receive counseling services during the school day on campus.
- Intervention Specialist, Community Specialist
- Behavior Support Matriz
- District Dress Code
- School Safety Committee meets four times per school year.
- Protocol for the death of a student or staff member.
- Health Fairs held twice per school year.
- AmeriCorps mentors
- Restorative Justice and PBIS practices

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	6.9	9.4	16.4
Expulsions Rate	0.0	0.0	0.0
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	Not in PI	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	1.00
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist	
Other	5.3
Average Number of Students per Staff Member	
Academic Counselor	130

\* 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	16	12	15	4	10	10	4	3	7	1		1
Mathematics	12	9	11	7	11	9	1	3	2			
Science	7	14	14	4	3	3						
Social Science	11	11	9	9	10	12	5	4	3			

\* 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 Staff and Administration at Nueva will align Professional Activities that will assist in achieving the WASC Critical Areas for Follow-up, NCLB requirements, and improving the Academic Achievement of the Disadvantaged Title I and EL students with the greatest need for special assistance. The Kern High School District has embraced the researched based Professional Learning Communities.

WASC School-wide Critical Areas for Follow-up:

1. Increase student academic English and math literacy.
2. Develop benchmarks and common core formative assessments to align with Common Core.
3. More detailed analysis of data from new benchmarks and formative assessments.
4. Increase parental involvement to enhance student learning.
5. Integrate technology, utilizing Google Docs, BYOD, and more, within the classroom.
6. Offer additional electives.
7. Development of a systematic approach to monitoring current student progress.

Title I funds for Professional Development will be used for long term, School-wide and district wide educational improvements that will be directly implemented in the classroom for all students. Professional Development activities will address the results of our data, through PLC's, methodical development of State Standards and summative and formative local assessments that will lead to improved student success. All teachers will participate in training on the use of data, Common Core Standards, Common Formative Assessments and Benchmark tests to lead to learning for all students. The Kern High School District provides two full days of staff development per school year.

The transition to the Common Core State Standards (CCSS) began in January 2012 for the Kern High School District. Our first step came through a series of "Awareness" workshops, developed and led by resource teachers from the KHSD Instructional Services department. The initial target audience was teachers of math, English, science and social studies but soon grew to teachers of all subjects. Presentations focused on a general introduction to the history of the CCSS, with significant time spent in discussion regarding how classroom instruction must change to align with the new standards.

Developing a professional development program will ensure that what the staff is learning will directly benefit students and show yearly systemic learning.

Nueva staff members will be involved in District-offered Professional Development trainings and workshops and conferences held outside the District. These training include a wide range of topics to assist in student learning.

Staff members will be encouraged to attend the State CCEA Conference. The CCEA State Conference will provide workshops for Common Core Standards, PLC, RTI, CFA and Title 1/ELD on best practices, enhanced classroom management that leads to improved student performance. The culminating CCEA State Conference enhances teaching skills in CORE subjects along with other NCLB learning mandates that improve understanding of Title I and ELD instructional strategies.

CCEA workshops directly relate to our Staff Development Goals. The workshops staff members will be attending will provide more information that will be utilized to continue the development of data, assessments and curriculum.

6 of 7 teachers, and one classified staff member, and the Site Administrator, have attended GAFE training.

The certificated staff has attended training for PBIS, Implicit Bias, Illuminate, using STAR testing results to improve instruction, and many more.

The past two summers, the certificated staff participated in 18 hours of professional development on site that included working with students in poverty, mindset, differentiated instruction, and more.

Many staff members participate in WASC Visiting Committees which provides a great deal of professional development as well.

Instructional Assistants will attend Professional Workshops:

- EL program overview
- IA role in the classroom
- Working as a team with your teacher
- Expectations of ELD writing, grammar, and math – overview of what you need to know to help your students
- CAFE Conference
- PBIS
- Gang Awareness
- Suicide Awareness
- Other training and workshops as appropriate.

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.

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/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

Nueva feels a great deal of its success is the ability students have to develop a positive relationship with an adult on campus. The District has been generous enough to budget LCAP funds to provide mentoring for select students. Nueva has had an AmeriCorps mentor available the past three school years. The AmeriCorps mentor is on campus 5 days per week and offers advice, counseling, encouragement, tutoring, and more. The caseload for AmeriCorps is 25 male and female students of all grades. For the second year, Nueva has Garden Pathways on campus working with male students one time per week. Nueva, in conjunction with Garden Pathways, will be the first school in the KHSD to have mentors available specifically to meet the special needs of struggling female students. Garden Pathway mentees receive tutoring, are able to attend field trips and leadership conferences, and are provided with one more adult to develop a positive relationship with.

Beginning in spring 2015 2016, in conjunction with PBIS, Nueva was provided an intervention specialist two days per week. Nueva's intervention specialist coordinates groups and one on one support with Aggression Replacement Therapy, Forward Thinking, Brief Intervention, and more. Our intervention specialist is available to meet the special needs of a number of our students.

Nueva is the only continuation school in the KHSD with a full time community specialist. Nueva's community specialist is available to assist students who might need help with food, clothing, child care, glasses, medical care, and more. Our community specialist arranges the teen parent group, helps to tutor students, and works closely with our intervention specialist. Our community specialty also splits his time as our career tech. He helps to arrange and chaperones field trips, coordinates the health and career/college fairs, and assists greatly with Quest for Success. In the future, he will be helping with students developing their post-secondary plans.

Nueva has developed a close relationship with Clinica Sierra Vista (CSV). We have a number of students who receive counseling on our campus during the school day which is vital, as many students would be unable or unwilling to attend weekend or evening sessions. CSV also provides a one hour per week, 10 to 15 week, and drug cessation program on campus to select students.

Nueva feels fortunate to be able to, and obligated, to provide as much social, mental and academic support to provide our students with as many tools and strategies as we possibly can to help them reach their potential.

- Free and reduced breakfast and lunch program
- Title I services, EL program services
- Career Development Training/Quest for Success
- Vocational Classes at ROC
- Dual Enrollment Cours
- Health Care Services from Migrant Education funds
- Migrant Education
- Homeless Student Assistance
- Foster Student Assistance
- Medi-Cal Assistance
- AmeriCorps Mentoring Program
- Clinica Sierra Vista Behavioral Health Counseling
- Adolescent Family Life Program Counseling
- Teen Parent Program
- FAFSA Information night for parents
- Junior College registration
- Private and public secondary school campus visits
- On campus Health fairs
- On campus Career/College fairs
- Community Specialist
- Intervention Specialist
- Student Recognition
- Principal's Leadership Advisory Council

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$14,422	\$370	\$14,051	\$80,098
District	♦	♦	\$8,393	\$73,350
State	♦	♦	\$6,574	\$82,770
Percent Difference: School Site/District			50.4	8.8
Percent Difference: School Site/ State			72.5	-3.3

\* Cells with ♦ do not require data.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Nueva Continuation High School	2013-14	2014-15	2015-16
Dropout Rate	22.2	14.8	19
Graduation Rate	71.43	65.43	67.24
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	74
% of pupils completing a CTE program and earning a high school diploma	4.32%
% 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	
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	

\* 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		◆
Fine and Performing Arts		◆
Foreign Language		◆
Mathematics		◆
Science		◆
Social Science		◆
All courses		

Completion of High School Graduation Requirements			
Group	Graduating Class of 2016		
	School	District	State
All Students	57.83	88.26	87.11
Black or African American	0	84.98	79.19
American Indian or Alaska Native	0	79.66	80.17
Asian	0	94.76	94.42
Filipino	0	100	93.76
Hispanic or Latino	57.32	87.73	84.58
Native Hawaiian/Pacific Islander	0	85.71	86.57
White	100	89.38	90.99
Two or More Races	0	88.89	90.59
Socioeconomically Disadvantaged	61.04	86.05	85.45
English Learners	66.67	73.45	55.44
Students with Disabilities	0	18.59	63.9
Foster Youth	0	79.1	68.19

### Career Technical Education Programs

The Kern High School District's (KHSD) 18 comprehensive high schools, 5 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 (CCTE) model curriculum standards in 15 industry sectors, groupings of interrelated occupations and broad industries. The average number of career pathways offered per school site is 5.75

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

The ROC offers 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.

**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.