

Tierra Del Sol Continuation High School

3700 East Belle Terrace • Bakersfield, CA 93307 • (661) 832-3700 • Grades 9-12

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



Kern High School District

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Associate Superintendent, Human Resources

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Dean McGee, Ed.D.

Associate Superintendent, Educational Services and Innovative Programs

School Description

Tierra Del Sol (TDS) is the newest continuation school in the Kern High School District. We opened in the fall of 2011 with 64 students, and we have graduated over 1,300 students in the past 8 years. TDS services between 400 and 500 students annually, and is staffed to service 330 students at one time. TDS is 100% free and reduced lunch. In the 2018-2019 school year, TDS provided services to 454 students, and the ethnic breakdown was as follows: 82% Hispanic, 11% African American, 5% White, 1% Native American, and 1% Other. We were 73% male and 27% female. 28% of our population were 12th graders, 9% were 5th year seniors, 31% were 11th graders, 5% were 10th graders, and .6% were 9th graders. 86% of TDS students had a positive outcome. We define a positive outcome as graduating, returning to the student back to their home school, returning to TDS for the next year, and utilizing the services of the Kern County Superintendent of Schools (KCSOS) for reasons not related to discipline. TDS graduated 136 students, sent 15 back to their home school (15 graduated with their home school), rolled 241 over to the 2019-2020 school year, and we helped 15 remain in school by utilizing programs at the KCSOS.

TDS has 2 administrators, 17 teachers, 2 counselors, 3 security, 3 instructional support staff, 4 clerical staff, 2 custodial staff, 2 food service staff, a full-time School Social Worker, a full-time Intervention Specialist, and a part-time Community Specialist. TDS offers courses in Math, English, Earth Science, Biology, Health, Physical Education, a Mild/Moderate Special Education class, Independent Study, Home Hospital Instruction, Social Studies, Art, Business, and Construction (Dual Enrollment credits with Bakersfield College are available to students). All day classes are 65 minutes in duration unless we are on a special schedule. TDS students receive 325 minutes of instruction daily. This is 145 minutes longer than the state required 180 minutes. TDS is fully funded out of the district's LCAP, Title 1, Lottery, and CTEIG funds. All courses use district approved courses of study. Additionally, TDS students have access to the CTE courses available at the ROC that is located adjacent to the TDS campus. TDS students can also continue their UC A-G course work by dual enrolling in the district's online program, Kern Learn.

With over 200 Chromebooks and 70 student computers, there are enough computers for each student that attends each day. TDS' teachers are able to vary their instruction with technology, and many of them use Google Classroom so that students can stay connected to the class when they are absent from school. In addition to the traditional direct instruction, TDS' teachers use Kagan Structures and project based instructional practices. TDS has added 3-D technology, weights and audio equipment, and Virtual Reality technology to enhance student engagement.

TDS' new and colorful facility, colorful and beautiful landscape, abundance of technology, diversity of course selection, and dedicated staff make it a unique learning environment for our students, and these attributes cause TDS to stand out from other continuation schools in the state.

The mission of Tierra Del Sol High School is to provide personalized instruction and support in an alternative setting. We will achieve this by bringing educational experiences to students that are unique to the continuation school environment. TDS is staffed with highly motivated teachers and support staff who understand its unique population and work together, along with the administration, in the best interest of each student. These experiences will raise academic levels which will be monitored by ongoing assessments and interviews. Our students will take responsibility for their actions and futures. The school works hand in hand with community leaders and local businesses to ensure success, so that our students serve as role models for all of society.

Vision Statement

Tierra Del Sol's vision is that every student becomes a graduate with a career pathway completed.

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

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	1
Grade 10	10
Grade 11	95
Grade 12	185
Total Enrollment	291

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	7.6
American Indian or Alaska Native	1.7
Hispanic or Latino	82.8
Native Hawaiian or Pacific Islander	0.3
White	7.2
Two or More Races	0.3
Socioeconomically Disadvantaged	88.3
English Learners	6.9
Students with Disabilities	4.5
Foster Youth	1.7
Homeless	2.7

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 for Tierra Del Sol	17-18	18-19	19-20
With Full Credential	16	17	16
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Kern High School	17-18	18-19	19-20
With Full Credential	♦	♦	1554
Without Full Credential	♦	♦	132
Teaching Outside Subject Area of Competence	♦	♦	6

Teacher Misassignments and Vacant Teacher Positions at Tierra Del Sol Continuation High School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "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.

DataQuest

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

All textbooks and instructional materials at Tierra Del Sol are from the most recent editions adopted by the district.

Textbooks and Instructional Materials

Year and month in which data were collected: 8/2016

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p>	<p>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</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
<p>Mathematics</p>	<p>Discovering Mathematics - Advanced Algebra/Kendall Hunt Adopted 2015</p> <p>The Practice of Statistics/Freeman Adopted 1999</p> <p>Pacemaker Algebra 1/Globe Fearon Adopted 2001</p> <p>Advanced Mathematical Concepts, Precalculus with Applications/Glencoe Adopted 2001</p> <p>Integrated Mathematics/McDougal-Littell Adopted 2002</p> <p>Discovering Algebra /Kendall Hunt Adopted 2015</p> <p>Discovering Geometry/Kendall Hunt Adopted 2015</p> <p>Mathematics with Business Applications/Glencoe Adopted 2007</p> <p>Single Variable Calculus/Brook & Cole Adopted 1999</p> <p>Mathematics Concepts and Skills/McDougal-Littell Adopted 2001</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
<p>Science</p>	<p>Earth Science: Geology, the Environment, and the Universe (Glencoe Science Series) 1st edition 2008 Glencoe/McGraw-Hill, Holt McDougal Biology 2010 Holt McDougal</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
<p>History-Social Science</p>	<p>Magruder's American Government; California edition 2006 Pearson Prentice Hall, World History: Patterns of Interaction California edition 2006 McDougal Littell, The Americans California: Reconstruction to the 21st Century 2006 McDougal Littell, Economics: today and tomorrow 2012 Glencoe/McGraw-Hill</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
<p>Health</p>	<p>Lifetime Health 2009 Holt Rinehart & Winston</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Visual and Performing Arts	Glencoe Art Talk 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	various lab equipment appropriate to the course The textbooks listed are from most recent adoption: Yes 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: 8/6/19

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	100%
Interior: Interior Surfaces	Good	97.56 % Rating on FIT for interior surfaces; no items noted on most recent FIT.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	100 % on Fit.
Electrical: Electrical	Good	100% on Fit.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	100% Rating on FIT for restrooms/sinks/fountains; no items noted on most recent FIT.
Safety: Fire Safety, Hazardous Materials	Good	100% rating on most recent FIT for fire safety / hazardous materials, with no deficiencies noted.
Structural: Structural Damage, Roofs	Good	100% rating on most recent FIT for structural damage and roofs, with no deficiencies noted.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	No external issues noted in most recent FIT. 100%
Overall Rating	Exemplary	99.7

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	0	5	49	51	50	50
Math	0	1	22	21	38	39

Note: 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.

Note: ELA and 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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5			

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2018-19 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	160	110	68.75	4.67
Male	94	66	70.21	4.69
Female	66	44	66.67	4.65
Black or African American	19	12	63.16	0.00
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	131	90	68.70	4.55
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	140	92	65.71	3.33
English Learners	31	24	77.42	0.00
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 2018-19 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	164	124	75.61	0.83
Male	96	75	78.13	1.37
Female	68	49	72.06	0.00
Black or African American	19	14	73.68	0.00
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	135	101	74.81	1.00
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	144	105	72.92	0.00
English Learners	33	26	78.79	0.00
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	11	7	63.64	36.36

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 school site

Opportunities for Parental Involvement (School Year 2019-20)

- The following categorized list shows examples of various activities we use to attract parent and community involvement.

Link to parents and community:

- Back to School Night
- School Report Card
- School website through Kern High School District (under construction)
- Honor Roll/Principal list luncheon
- Parent/Student Orientation with Counselor and Site Administrator at enrollment
- Community Counselors
- Quest 4 Success
- Community Service participation
- Aztec Scholarship Fund

Intervention Specialist

On Campus Intervention

Utilization of local resources from parents and community:

- Donation of school sweatshirts to underprivileged students
- Purchasing of clothes for underprivileged students
- Toys for Tots
- Holiday food drives

Strategies for involving non-English speaking parents:

- ELD Program
- All informative school mailings sent home in English and Spanish
- Translators – Bilingual aides, teachers, security, Assistant Dean, attendance, counselors

Community Counselor

- Bi-Quarterly EL grade check
- Quarterly ELAC/DLAC meetings

Parents as active partners:

- Active advising with counselor
- Classroom visits
- School file available for inspection
- Progress Reports
- Grade Checks upon request
- Open communication with teachers and staff by email, phone, or face-to-face
- ELAC
- Site Council

Parents/Community members are involved in decision-making process:

- Site Council
- English Language Advisory Council (ELAC) / District English Language Advisory Council

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

Tierra Del Sol High School is a continuation school that services approximately 500 students per year with no more than 330 students enrolled at any given time. The school maintains a safe environment by employing PBIS/MTSS interventions for students with social, emotional, and substance abuse issues. Students that repeatedly violate the Ed code or refuse supports risk expulsion and transfer to referred to the Community School system that is run by the county. This policy is enforced by Site Administrator, Chris Dutton, Dean, Ricky Ishida, District Police Chief, ED Komin, and security team, Tanya Kurtz, Ernest Tyler, and Mark Herrera. Support is also provided by the Certificated and Classified employees of Tierra Del Sol High.

Tierra Del Sol employs a full-time attendance clerk that works with its 2 counselors and the county T.R.A.C.K. (Truancy Reduction and Attendance Coalition of Kern) program to identify those students that are habitually truant. The students are identified and offered support by TDS' Community Counselor, Irene Canez, TDS' Counselors, Mr. Dutton, Mr. Ishida, or TDS' Intervention Counselor, Laura Colbert.

Tierra Del Sol High utilizes two-way radios to maintain communication between its Police Officer, Security and administration. There is a cell phone number tree, and there are phones in each class room to enhance communication and security.

Tierra Del Sol's campus is closed, so all visitors must scan their ID at the office before entering the campus, and students may not leave once they have entered the campus. All students receive a photo I.D., and must carry it at all times.

Tierra Del Sol High has two counselors, a Community Specialist, Social Worker, Intervention Specialist and an Independent Study Teacher that assist students with their diverse educational, personal, and social needs. Students are also connected to programs such as ROP, Discovery Center and Clinica Sierra Vista to receive assistance. Tierra Del Sol's parents are often referred to the Parent Project to receive any assistance that they may need with their at-risk teen.

In recognition of good behavior, Tierra Del Sol's students are given rewards, special lunches, and field trips. Behaviors that earn rewards include perfect attendance, honor roll, Principal's list, most improved behavior or attendance and the whole school is rewarded if we meet our STAR Math and STAR Reading goals. TDS' School Safety Plan was approved by the Safety Committee on 11/22/18.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	19.1	27.2	28.6
Expulsions Rate	0.0	0.7	0.2

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	9.6	8.8	9.3
Expulsions Rate	0.1	0.1	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	145.5

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.0

* 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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	20	7	10		11	26	6		9	29	6	
Mathematics	17	7	7		10	23	5		9	22	5	
Science	13	8	4		7	14			7	14		
Social Science	13	17	3		7	32	4		9	21	4	

* 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

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

All of TDS' teachers are highly qualified and are assigned to the appropriate area of instruction. The Kern High School District offers three contractual professional development days per year. The Kern High School District is sponsoring a series of additional PLC in-services this year for all staff to attend. It is also a requirement that all certificated staff attend meetings with their PLCs twice a month. These committees are subject area based and include staff from all Continuation School sites.

The Continuation Division of the KHSD employs Professional Development Leaders who train the teachers. Teachers are welcome to attend other professional development activities that the district offers as well as other subject area professional development opportunities.

TDS also schedules professional development activities for the entire staff once a month. This allows staff to participate in professional development workshops and collaborate with colleagues.

Teachers new to the profession are supported by the KHSD Beginning Teacher Support and Assessment (BTSA) program which pairs these individuals with veteran teachers. These veteran teachers provide non-evaluatory guidance and support for classroom management and instructional practices.

All staff, from administration to teachers, participate in PLCs and various professional development opportunities geared toward making instruction and learning work for the betterment of our students. The various school leadership teams attend professional development trainings to become optimal leaders. These professional development trainings are sponsored by the district office with the intent to make sure that all courses are appropriately scaffolded and aligned to California State Standards and meet student needs.

Professional Development Days

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

Tierra Del Sol has five site PLC meetings, and its staff and administration participates in 2 continuation PLC's per month with the 5 other continuation schools in the district.

Annual number of school days dedicated to staff development With At Least 180 Instructional Minutes

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,314	\$52,466
Mid-Range Teacher Salary	\$70,772	\$87,373
Highest Teacher Salary	\$105,728	\$109,803
Average Principal Salary (ES)	\$0	\$
Average Principal Salary (MS)	\$0	\$142,025
Average Principal Salary (HS)	\$135,691	\$153,904
Superintendent Salary	\$255,809	\$241,221

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	30%	33%
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

- School Programs
- Educational Practices

Alignment of curriculum, instruction, and materials to content and performance standards:

All courses at TDS are aligned with the California Content Standards. All Courses of Study are reviewed and updated as required. All students have textbooks and instructional materials that are aligned to the content standards in their core content areas as required by the Williams Act. All teachers have been trained to use the Illuminate data analysis software to review state and local assessment data in order to identify student instructional needs.

With an emphasis on Professional Learning Communities (PLCs) to improve student achievement, the school district provides all staff with several professional development opportunities throughout the year. The Alternative Education Department meets every two weeks as a PLC to create Common Formative Assessments, Benchmark Exams, and to collaborate on the creation of standards-based lessons as well as to review data in order to guide instruction and curriculum planning.

As a continuation high school, the overall goal of TDS is to assist students in remediating academic deficiencies. TDS offers several intervention options to assist our students. Students who are underachieving are scheduled in the appropriate intervention classes based on their academic needs. Our lowest performing students in English are placed into Title 1 Pre-Access or ACCESS classes. This provides intensive English instruction for students deficient reading skills. By bolstering the mastery of essential English standards this supports their academic success in core classes. Students who have low Math skills are placed in Foundations 1, or 2 for Math. Students who do not meet the requirements for these classes, or are still struggling in their core Math classes, are supported by use of Title 1 aides in order to remediate their academic gaps.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$11,320	\$1,086	\$10,235	\$88,289
District	N/A	N/A	\$8,434	\$76,436.00
State	N/A	N/A	\$7,506.64	\$88,538.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	19.3	6.8
School Site/ State	28.9	-7.3

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

English Language Development (ELD)

Students are enrolled in English Language Development (ELD) programs based on Federal, State, and District guidelines. English Learners (EL) are identified beginning with the Home Language Survey within 30 days of enrollment to determine primary language. Students identified as EL are further assessed for Primary Language proficiency with the Primary Language Assessment (PLA), and then they are given the (California English Language Development Test (ELPAC) to establish appropriate level and placement.

Education Code 313 requires districts to have established criteria to determine when EL students have acquired reasonable fluency in English. In Kern High School District, students with 'reasonable fluency' in English (EL 3's and EL 4's) are placed in the district's English Language Mainstream (with additional support) ELM (as) strand of instruction.

At any time, including during the school year, a parent or guardian of an English learner may have his or her student moved into an English language mainstream classroom. This provision is sanctioned by the No Child Left Behind legislation, passed in January 2002. This option is referred to as a Parent Request for Withdrawal.

If a parent requests withdrawal of their student from the EL program, they must confer with the site administration (or designee) to review their student's academic profile and language proficiency status. A parent signature is required for withdrawal from the program. The date of program withdrawal must be entered into the student's EL file maintenance screen. Even though the student is not enrolled in the program, the language proficiency status remains unchanged. Therefore, the student will be administered the CELDT exam each year.

The normal procedure for an EL student to Exit from the program is through the process of Reclassification. Following the district guidelines, a student may reclassify when they have met the following criteria: A score of 3 on their ELA CST test, a 2.0 GPA, a score of 4 on their LAS test, ELPAC test score of Early Advanced or higher, and approval from their parents and school site language committee. Once reclassified, the student is identified as Reclassified Fluent English Proficient (RFE). They are placed in regular core classes, without any additional support.

Migrant Student Services

Students receive Migrant services if they meet the required criterion of having moved within the last 36 months because they or their family members were trying to obtain temporary or seasonal employment in agriculture, dairy, fishing, or logging activities. Federal law states that migrant education services are a priority for those students, ages three - twenty-one, whose education has been interrupted during the school year and who are failing, or are at risk of failing, to meet state content and performance standards. Because TDS does not currently have a significant migrant population, we are covered under the auspices of the District Migrant Coordinator. Migrant students are removed from receiving Migrant services if they fail to meet the criteria after 36 months.

Title 1

Students are identified by the following district criteria: low-achieving who attend the highest poverty schools; limited English proficient; American Indian; Migrant; neglected; delinquent; At-Risk children and youth; students with disabilities; and young children who need reading assistance. Title 1 students are removed from receiving Title 1 services once they are no longer in need of services.

Special Education

Students are identified by following all Federal, State, local and district guidelines relative to 504 plans, the Individualized Education Plan (IEP) process, and the Students with Disabilities Act. The criteria are as follows: students must show a significant discrepancy between intelligence and performance in one or more academic areas and/or be identified as meeting the definition for mental retardation with an IQ of seventy or below. Placement in Special Education resource classes is an intervention to support core class achievement.

Assessment:

Tierra Del Sol uses a variety of state and local assessments to help modify instruction to improve academic achievement. TDS administers classroom chapter and unit exams, benchmark exams, common formative assessments (CFA), STAR Reader exams, California Standardized Tests (CSTs), and ELPAC tests and LAS tests (for our ELL students).

Student Activities:

Students are able to participate in various electives and extracurricular activities. TDS offers the following electives: Art, Journalism, Yearbook, Personal Finance, and Accounting. TDS offers the following extracurricular opportunities: school-to-college field trips, cultural exposure trips, ASB, Workforce Investment Act (WIA) program.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Rate for Tierra Del Sol Continuation	2015-16	2016-17	2017-18
Dropout Rate	28.7	21.2	23.3
Graduation Rate	55.6	52.1	50.9

Rate for Kern High School District	2015-16	2016-17	2017-18
Dropout Rate	8.4	5.7	6.1
Graduation Rate	87.3	88.9	88

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	164
% of pupils completing a CTE program and earning a high school diploma	100%
% 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
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	0

2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

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 32 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 33 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 seven 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 26 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.