

# Tierra Del Sol Continuation High School

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

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## 2017-18 School Accountability Report Card Published During the 2018-19 School Year



### **Kern High School District**

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Bakersfield, CA 93309-2924  
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#### **District Governing Board**

J. Bryan Batey, President  
Joey O'Connell, Vice President  
Jeff Flores, Clerk  
Cynthia Brakeman, Clerk Pro Tem  
Janice Graves, 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.  
**Associate Superintendent, Instruction**  
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 900 students in the past 7 years. TDS services between 400 and 500 students annually, and is staffed to service 340 students at one time. TDS is 100% free and reduced lunch. In the 2017-2018 school year, TDS provided services to 465 students, and the ethnic breakdown was as follows: 82% Hispanic, 11% African American, 5% White, 1% Native American, and 1% Other. We were 59% male and 41% female. 43% of our population were 12th graders, 11% were 5th year seniors, 36% were 11th graders, 8% were 10th graders, and 2% were 9th graders. 82% 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 120 students, sent 41 back to their home school (22 graduated with their home school), rolled 185 over to the 2017-2018 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 part-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, and CRBG 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 computer 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 causes 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	1
Grade 10	10
Grade 11	88
Grade 12	195
<b>Total Enrollment</b>	<b>294</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	9.5
American Indian or Alaska Native	1.0
Asian	0.3
Filipino	0.0
Hispanic or Latino	84.4
Native Hawaiian or Pacific Islander	0.0
White	3.7
Socioeconomically Disadvantaged	89.1
English Learners	11.2
Students with Disabilities	2.7
Foster Youth	1.0

## 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			
Tierra Del Sol Continuation High School	16-17	17-18	18-19
With Full Credential	16	16	17
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Kern High School District	16-17	17-18	18-19
With Full Credential	♦	♦	1700
Without Full Credential	♦	♦	216
Teaching Outside Subject Area of Competence	♦	♦	12

Teacher Misassignments and Vacant Teacher Positions at this School			
Tierra Del Sol Continuation High	16-17	17-18	18-19
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.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)**

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
<b>Reading/Language Arts</b>	<p>Holt Literature &amp; Language Arts Third Course (Grade 9)                      Holt Literature &amp; Language Arts Fourth Course (Grade 10), 2003                      Holt Literature &amp; Language Arts Fifth Course (Grade 11), 2003                      Holt Literature &amp; 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><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Mathematics</b>	<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 &amp; Cole                      Adopted 1999</p> <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>
<b>Science</b>	<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><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>History-Social Science</b>	<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><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Foreign Language</b>	<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>

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: 8/2016**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Health	Lifetime Health 2009 Holt Rinehart & Winston <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Visual and Performing Arts	Glencoe Art Talk 2005 Glencoe/McGraw-Hill <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Science Laboratory Equipment	N/A <b>The textbooks listed are from most recent adoption:</b> N/A <b>Percent of students lacking their own assigned textbook:</b> 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: 10/8/15**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	100%
<b>Interior:</b> Interior Surfaces	Good	97.56 % Rating on FIT for interior surfaces; no items noted on most recent FIT.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	100 % on Fit.
<b>Electrical:</b> Electrical	Good	100% on Fit.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	100% Rating on FIT for restrooms/sinks/fountains; no items noted on most recent FIT.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	98.78% rating on most recent FIT for fire safety / hazardous materials, with no deficiencies noted.
<b>Structural:</b> Structural Damage, Roofs	Good	100% rating on most recent FIT for structural damage and roofs, with no deficiencies noted.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	No external issues noted in most recent FIT. 100%
<b>Overall Rating</b>	<b>Exemplary</b>	

## 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	5.0	0.0	51.0	49.0	48.0	50.0
Math	0.0	0.0	21.0	22.0	37.0	38.0

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						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

### 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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	**	**	**

\* 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 2017-18 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	137	82	59.85	0.00
Male	74	43	58.11	0.00
Female	63	39	61.90	0.00
Black or African American	12	7	58.33	0.00
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	115	70	60.87	0.00
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	128	75	58.59	0.00
English Learners	39	23	58.97	0.00
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

School Year 2017-18 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	138	94	68.12	0
Male	76	49	64.47	0
Female	62	45	72.58	0
Black or African American	12	8	66.67	0
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	116	81	69.83	0
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	128	85	66.41	0
English Learners	40	27	67.5	0
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2018-19)

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
- WIA
- 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 340 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 10/12/18.

**Suspensions and Expulsions**

School	2015-16	2016-17	2017-18
Suspensions Rate	15.9	19.1	27.2
Expulsions Rate	0.0	0.0	0.7
District	2015-16	2016-17	2017-18
Suspensions Rate	10.0	9.6	8.8
Expulsions Rate	0.2	0.1	0.1
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	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.

**Academic Counselors and Other Support Staff at this School**

**Number of Full-Time Equivalent (FTE)**

Academic Counselor	2
Counselor (Social/Behavioral or Career Development)	.5
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	.5
Social Worker	.5
Nurse	.06
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	1
Average Number of Students per Staff Member	
Academic Counselor	180

\* 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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	14.0	20.0	11.0	14	7	26	10	10	6			
Mathematics	15.0	17.0	10.0	12	7	23	5	7	5	2		
Science	10.0	13.0	7.0	12	8	14	2	4				
Social Science	11.0	13.0	7.0	18	17	32	8	3	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

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 KHSB 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 KHSB 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 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,347	\$50,747
Mid-Range Teacher Salary	\$69,384	\$86,127
Highest Teacher Salary	\$103,654	\$106,915
Average Principal Salary (ES)	\$0	
Average Principal Salary (MS)	\$0	\$136,636
Average Principal Salary (HS)	\$132,393	\$150,286
Superintendent Salary	\$243,483	\$238,058
Percent of District Budget		
Teacher Salaries	30.0	34.0
Administrative Salaries	4.0	5.0

\* 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/).

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$10,902	\$1,368	\$9,534	\$82,535
District	◆	◆	\$8,611	\$74,546
State	◆	◆	\$7,125	\$85,815
Percent Difference: School Site/District			10.2	7.0
Percent Difference: School Site/ State			-25.0	6.4

\* Cells with ◆ 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.

## **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 the new emphasis on the creation of 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.

### **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 (CELDT) 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, CELDT 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 CELDT 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)			
Tierra Del Sol Continuation High School	2014-15	2015-16	2016-17
Dropout Rate	26.8	28.7	21.2
Graduation Rate	59.3	55.6	52.1
Kern High School District	2014-15	2015-16	2016-17
Dropout Rate	9.0	8.4	5.7
Graduation Rate	86.9	87.3	88.9
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

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
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	0.0
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

\* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	♦
English	0	♦
Fine and Performing Arts	0	♦
Foreign Language	0	♦
Mathematics	0	♦
Science	0	♦
Social Science	0	♦
All courses	0	.0

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	62.4	90.5	88.7
Black or African American	41.7	83.9	82.2
American Indian or Alaska Native	0.0	77.8	82.8
Asian	0.0	96.1	94.9
Filipino	0.0	98.3	93.5
Hispanic or Latino	66.9	90.7	86.5
Native Hawaiian/Pacific Islander	0.0	93.3	88.6
White	57.1	90.8	92.1
Two or More Races	0.0	93.3	91.2
Socioeconomically Disadvantaged	63.1	92.8	88.6
English Learners	52.4	63.5	56.7
Students with Disabilities	100.0	73.3	67.1
Foster Youth	50.0	90.1	74.1

## **Career Technical Education Programs**

The Kern High School District's (KHSD) 18 comprehensive high schools, 6 continuation schools, two special education career centers, Bakersfield Adult School, and Regional Occupational Center (ROC) offer a wide variety of career pathways as outlined by the California Career Technical Education Model Curriculum Standards across the 15 industry sectors.

The collaboration between KHSD's Career Technical Education (CTE) programs and the local postsecondary schools provide a coherent sequence of courses directly related to the academic and career 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 27 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 a wide range of 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 eight of the comprehensive schools and hosts the state-wide Business Plan Competition & Tradeshow. The district receives a variety of state and federal CTE grant funding which helps many of the CTE programs at the school sites.

## **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.