Nuview Bridge Early College High School
Model Programs and Practices

School Information
CDS (County District School) Code: 33671573331014
County: Riverside
District: Nuview Union School District
School: Nuview Bridge Early College High School

Demographics
Enrollment: 625
Location Description: Rural
Title I Funded: No
School Calendar: Traditional
Charter: Yes

OVERVIEW
Nuview Bridge Early College High School is a dependent charter within the Nuview Union School District, serving grades 9-12, located in Nuevo, CA. As of the Spring of 2019, Nuview Bridge Early College High School (NBECHS) has 625 enrolled students. Students who attend live in Nuevo, as well as surrounding communities of Perris, Hemet, Homeland, Romoland, Sun City, Menifee, and Moreno Valley. In addition to high school coursework, many students take college courses. NBECHS partners with Mt. San Jacinto College (MSJC) and Moreno Valley College (MVC). MSJC classes are taught by qualified NBECHS teachers on the NBECHS campus and buses are scheduled every semester between NBECHS and MVC to accommodate all student schedules. Students are able to take advantage of the resources provided from both the colleges and the high school, including tutoring and college instructor office hours. In addition to the college program, NBECHS has a competitive sports program, clubs, and electives similar to those offered at any comprehensive high school.

NBECHS has a diverse population of students, many of whom are first generation college students. There are 171 9th graders, 153 10th graders, 144 11th graders and 157
12th graders during the Spring of 2019 semester. In addition, many students come from homes in which other languages are spoken and many qualify as low socioeconomic status. To address the unique needs of the NBECHS student and stakeholder populations, a variety of activities, events, and communication methods have been employed. Parent and community activities such as Coffee with the Principal and Application Assistance Nights provide support for parents and guardians. Advisory Council, which guides much of the NBECHS decision-making process, is made up of parents, students, certificated and classified staff, community members, administrators, and district office administrators. Involving these varied stakeholders in decision-making provides input from a variety of sources.

All students are enrolled in a college preparatory sequence and receive the academic and motivational support needed to succeed. They receive career and college counseling while taking high school and college courses towards their goal of major preparation, IGETC and/or Associate degree(s). The dual enrollment program has grown since its inception in the year 2013-14. Initially, three faculty members taught dual enrollment classes through MSJC on the NBECHS campus, including math, history, and a chemistry class. Today, three faculty members teach English, math, and history/political science coursework for dual credit. Typically, each faculty member has two classes each semester, and there are one to three classes offered over the summer.

MODEL PROGRAMS AND PRACTICES
Name of Model Program/Practice: Early College
Length of Model Program/Practice: 8+ years
Target Area(s): Chronic Absenteeism and Dropout Prevention, Closing the Achievement Gap, Education Supports, Parent, Family, and Community Involvement, Professional Development, Science, Technology, Engineering and mathematics, Use of Technology, Visual and Performing Arts

Target Populations(s): American Indian/Alaska Native, Asian, Black or African American, Filipino, Hispanic or Latino, Native Hawaiian/Pacific Islander, White, Two or More Races, Socioeconomically Disadvantaged, English learners, Students with Disabilities

Description
Nuview Bridge Early College High School (NBECHS) combines Early College and dual credit programs with a traditional high school program, offering students the opportunity to personalize their academic pursuits, meeting the criteria of the state's priority of providing "access to a broad course of study and programs for high-needs and exceptional students." Students are given latitude to select courses with advice from counselors, allowing students to make choices based upon their own proclivities and interests, thus creating personal meaning. This combination of support and choice creates a strong school climate, while giving students "access to a broad course of study and programs," addressing two important state priorities. Most students take college courses they believe they will enjoy and, ultimately, they succeed. Each success builds confidence. In addition to the college opportunities, all students are enrolled in a traditional high school curriculum taught by staff members engaged in innovative Common Core curricula practices, meeting the state's focus of "implementation of the Common Core State Standards for all students."

Nuview Bridge Early College High School originally opened with the intent of serving as a ninth grade support/intervention program for students matriculating from Nuview Union School District's middle school, Mountain Shadows. The Nuview Union School District's leadership and Governing Board recognized that students from the district had a very low college-going rate of just less than 9%. They were rightfully concerned that the students in the community were overwhelmingly from low income families who had not gone to college themselves. The Bridge’s intent was to prepare these students for the rigors of a traditional public high school. It soon became clear, however, that this plan was not enough by itself so the District and school leadership began to look for solutions to encourage students to go to college and found the Early College Model and a grant from the Gates Foundations to start the program. In September 2005, Nuview Bridge Early College High School became California’s seventh Early College High School. The program started small with only 50 students being offered college courses through what is now Moreno Valley College (MVC).

The program’s successes soon became clear. Within a year of implementation the school’s API rose over 107 points. By 2008 the school saw its first graduate with an Associate Degree. By 2009 the school’s API was 738 and they boasted the top CST scores in the County. The school's attendance rose over the same period of time from just under 82% in 2005 to 96% ADA by 2010. The program became very popular with parents. By 2013, we began another partnership with a college, Mt. San Jacinto, offering college courses on campus. A school Advisory Council made up of parents,
teachers, classified staff and students was started and given general oversight duties for the program. Additionally, the school provides several parent nights each semester to inform its families on issues such as: college information and enrollment, filling out financial aid forms, how to access student data via our student information system, and to discuss priorities for LCAP, to name just a few.

A variety of measures have been taken to support student achievement. In 2013, there were two-three tutors rotating shifts during the school year. Tutors service students both in Scholar classes and in the tutoring room, available to all students before, during and after school. Today, there are about eight tutors with rotating shifts that fit with their college schedules. The tutoring center is now open from 7am to 4:30pm, so students are able to access tutoring resources before, during and after school. Tutors are also assigned into specific math classes that have been identified as an area of struggle for our students. Another way we support our students’ achievement is through the Scholar program. Students are required to take this course during their 9th and 12th grade school year. The Scholar program reinforces the school’s approach of collaboration and team teaching, inquiry rather than lecture, writing across the curriculum, and the development of study skills. The Scholar program was built to promote student achievement for all students and build skills transferable to college and today’s work forces.

Many of the new curriculum and textbook adoptions made in recent years were a result of efforts to better prepare students to meet Common Core Standards, adopted by the state of California in 2010. Teaching staff has completed a variety of professional development trainings to learn the standards and develop curriculum and instructional strategies to meet these academic standards. During the 2017-18 school year, teaching staff, administrators, and counseling attended nearly 40 different training workshops and conferences.

The NBCHS Schoolwide Learner Outcomes (SLOs), previously known as the Expected Learning Results (ESLRs) are:

Bridge students are innovative thinkers who:
- Can apply high-order reasoning skills in diverse situations.
- Confidently explore and express their individual ideas.
- Competently apply and extend their knowledge to new situations.

Bridge students are involved citizens who:
- Demonstrate responsibility for self, family, and community.
- Show commitment to social progress.
- Participate as contributing members of society.
- Engage in meaningful service activities.

Bridge students are engaged learners who:
- Are self-motivated.
- Reflect on their own knowledge and learning.
- Can work efficiently alone or as part of a group.
- Master standards-based criteria on local, state, and national assessments.

Assessment of how well students meet the standards and SLOs are made through evaluation of grades, testing scores, attendance, behavior reports, and participation in school clubs, electives, and sports. Standardized testing has changed since the last cycle, from CSTs to CAASPP. During the first few years of CAASPP testing, NBECHS saw mixed results. In the English categories, NBECHS was consistently meeting standards requirements and was even noted as No. 1 in Riverside County. In math, the results were approaching expectations, but typically higher than average when compared with surrounding schools and with the state. Results from the 2017-18 school year showed a slight dip in English, but with an increase to meeting standard in math. Last year, students took the new science standardized test. Results have not yet been released.

When reviewing the standardized scores, grades, SAT and ACT test scores, and other academic measures according to student groups, there does not appear to typically be any issue with education gaps. In looking at the California School Dashboard for 2017, there is a 98.4% graduation rate with 13 EL students, 0 foster youth, 9 homeless, 97 socioeconomically disadvantaged, 1 student with disabilities, 8 African American, 1 American Indian, 8 Asian, 1 Filipino, 86 Hispanic, 0 Pacific Islander, and 25 White. When assessing the College/Career Report, the only subgroup showing a somewhat lower percentage is the English Learner population. Each of the partner colleges (MSJC and MVC) have specific academic requirements that must be met to participate in the college program. Research into the issue showed that failure to meet those requirements may be partially responsible for the lower number of participants, but that student choice was also impactful. Considering resources to help assist students interested in the program may be a way to improve the number of participants from this subgroup.
Implementation and Monitoring

NBECHS teachers are fully credentialed in the subject areas they teach and due to the collegiate focus, many teachers have multiple credentials and advanced degrees. A recent survey of all staff, both certificated and classified, found 64.3% of staff have masters degrees and 21.4% have bachelors degrees. The remaining staff education data was made up of some college, some certifications, associate degrees and a doctoral degree. All staff are appropriately credentialed. When surveyed on who is currently pursuing a degree or certification, it was found that one teacher was pursuing a masters degree, two teachers were pursuing doctoral degrees, one was pursuing a financial counseling certification, one a PPS credential, and one a Licensed Professional Clinical Counselor.

NBECHS assures that all students have access to standards-aligned instructional materials, and that all materials and facilities are in good repair. Teaching staff and library staff work together biannually to audit texts and other curriculum materials, ensuring all are accessible to all students.

All teaching staff at NBECHS have been trained to adopt Common Core standards. Other efforts by staff and stakeholders to improve academics include changes in curriculum and instruction. During the 2018-19 school year, the math department piloted a new integrated math program. All members of the staff attended training for the new textbooks and program during the prior summer. The science department completed a staggered roll out of the new integrated science curriculum year 1 during the 2017-18 school year, year 2 during the 2018-19 school year, and year 3 during the 2019-2020 school year. Our Spanish department decided to adopt the Avancemos curriculum, published by Houghton Mifflin Harcourt, for Spanish levels 1, 2, and 3. The department was interested in the Avancemos curriculum because of its focus on integrated performance assessments, relevant vocabulary and language skills, and vast ancillaries with modern authentic texts. The department began to pilot the program at the start of the 2018-19 school year and officially adopted the program in November of 2018. To prepare, teachers were trained to work with the curriculum over teleconferences in the summer and fall of 2018. Many of the new curriculum and textbook adoptions made in recent years were a result of efforts to better prepare students to meet Common Core Standards, adopted by the state of California in 2010. As noted previously, the NBECHS teaching staff have completed a variety of professional development trainings to learn the standards and develop curriculum and instructional strategies to meet these academic standards.
In regards to efforts to involve family and the community in communications and advocacy efforts, NBCHS has continued and newly instituted a variety of activities. Many activities are geared toward our EL and unduplicated pupil populations to ensure equitable access to information and resources. In addition to parental and community resource meetings such as Coffee With the Principal, admissions nights, Back-to-School Night, and Incoming Students Interview Night, NBCHS hosts a variety of entertaining and civic minded community activities such as campus cleanup days, sporting events, and theater nights. Additionally, Advisory Council and Booster clubs have both recruited and maintained an English Learner (EL) parent and parents representing unduplicated students, in response to the recognized need referenced in the 2018 LCAP. In the 2017-18 school year, the Principal met with the ELAC group four times and this group, though small, has successfully served in the EL advisory capacity. Beginning the 2018-19 school year, NBCHS also partnered with CABE to offer awareness classes for our EL parents. Through a cohort of parents leading these classes, participating parents are learning the importance of attending school events, following up on students’ grades and attendance, who to speak with for specific questions, and how to get information at the school.

Another area of targeted improvement in the 2018 LCAP was recruiting efforts. The identified actions and services for the 2018-19 school year were: continue to evaluate efficacy of student recruitment procedures to ensure diverse student body through committee, continue processes to recruit students and parents from underrepresented subgroups, and continue to involve student and parent organizations in the recruitment process. For the projected year 2019-20, the action/services goals were: continue to evaluate efficacy of student recruitment procedures to ensure diverse student body through committee, continue processes to recruit students and parents from underrepresented subgroups and evaluate its successes, and continue to involve student and parent organizations in the recruitment process. To those ends, recruitment efforts have grown as new advertising practices that include billboard and other road signage were created highlighting the accessibility of the college program and other opportunities unique to the Bridge. Additional recruitment programming was enacted in the 2018-19 school year, including two middle school fairs on the Bridge campus, and several assembly programs at area middle schools. The school fairs and assembly programs included parent information sessions shortly after the performances.

NBCHS utilizes communication tools such as ParentSquare, Illuminate, and class websites, such as Wiki and Google Classroom. A quarterly newsletter highlights school activities important to parents and the community and a monthly (with the exception of the month of January) student-produced school newspaper is published with information important to students. NBCHS students participate in a variety of school sponsored
and student sponsored clubs, many of which involve parent participation, as well. Some school-sponsored clubs include Interact Club, California Scholarship Federation (CSF), Young Medical Scholars, and National Honors Society. These clubs provide opportunities for community service, scholarship opportunities, and networking. Students and their families often attend events such as the annual Relay for Life, decorate Rose Bowl Floats, volunteer in local animal shelters, and a variety of other civic activities. Many students and their families volunteered as poll workers in the last election cycle.

As a charter school, NBECHS has to create and maintain its own LCAP document each year. The Advisory Council is a major voice in the creation of this document and along with the NUSD School Board must approve it prior to its submission to the state. Overwhelmingly, the stakeholder groups involved in the creation of the LCAP plan have listed “maintaining and expanding the college options for all students” as their top priority. Because of this, the school seeks to fill teaching positions with teachers that have Master's degrees in their subject matter and have continued to seek out new and different college opportunities such as the new Early College program with MSJC starting this spring. Well over 25% of the school’s LCAP funds are spent in some way to support the college programs. The LCAP serves as the guiding document for the school. Money has been spent to improve access and support to the most highly rigorous programs for underrepresented student groups. The process was taken up again to review and revise the document starting in January, when last year’s document was reviewed by the teaching staff and Advisory Council parents. A group of students with a variety of backgrounds were chosen and the LCAP was presented to them as well. In February/March three separate LCAP information nights were held to encourage further parent and community input. Two of these nights were focused on parents of EL and Reclassified EL students. For one of these meetings all parents who are on-file as parents of EL were called individually and invited. The LCAP was presented both to the Classified staff and the Certificated staff separately. Each group made suggestions, which were later considered for incorporation into this plan. A group of teachers and classified staff were then recruited to work alongside the Principal in the writing of the LCAP. The plan was then reviewed by Advisory Council in mid-April and approved by the Advisory Council and Charter Board in May.

**Results and Outcomes**

Since the implementation of the Early College program, abundant data has been kept about the successes of the NBECHS student population and graduates. We have one
counselor serve as the college liaison for each college, MVC and our dual enrollment program with Mt. San Jacinto College, and as such has offices both at the high school and the college campuses. Only students who maintain a 2.0 GPA or greater are eligible to attend college courses at MVC and a GPA of 3.0 or greater is required for courses through MSJC. Supports have been put into place at the high school to assist students in achieving the best GPA possible, including a tutor center which is open to students from 7 am to 4 pm each day. Additionally, students are counseled each term to assist them in the selection of their college classes. Once grades are received students are encouraged to reflect on their learning in both their SCHOLAR elective and by the counselors themselves. Students' college grades are collected and students who are perceived to have difficulties are provided with additional assistance. Due to high demand NBECHS is always seeking to increase its college options for students. In 2015 NBECHS entered into an agreement with Mt San Jacinto College to offer dual credit college courses taught by high school teachers who have master’s degrees in the subject area and who have been vetted by the colleges. This has increased the college class options and makes it easier for students to get access to highly sought-after “Golden 4” classes: English 1A, English 1B, Math 11, and Speech. In Fall 2017 NBECHS expanded its relationship with MSJC to offer a second Early College program through their campus; this will provide students with even more college course options including a number of vocational courses. With one more teacher completing her masters, we are looking to add another dual enrollment course on campus in Spanish. It is important for us to add additional important general education coursework to the roster. Providing these opportunities for foundational undergraduate coursework not only prepares students for upper level courses, but circumvents many of the long waiting lists for classes many students face at community colleges. Since the start of NBECHS's Early College program 12 years ago, more than 4000 students have participated, earning more than 30,000 college credits and more than 115 students have earning one or more Associate Degrees. Since the implementation of the California Assessment of Student Performance and Progress (CAASPP) NBECHS has ranked No. 1 in Riverside County in both English and Mathematics. Moreover, the successes of the Early College program and the school are changing the demographics of the community itself as well. In 2002 the college going-rate of students from the local community was 9%; today that rate has risen to 89%. As of the publication of the NBECHS 2018 LCAP, more than 75% of the student population at Bridge represented an unduplicated population that are underrepresented in college. In 2017/18, 73% of students enrolled in at least 1 college course were from unduplicated population. In 2017/2018, 69% of students enrolled in the Dual Enrollment program were from unduplicated populations.
Over the last several years student successes have continued to expand. In 2015, two NBECBH students graduated with three Associate Degrees in addition to their high school diplomas, 18 students graduated with one or two Associate Degrees, while 25 additional students completed their IGETC certification that guaranteed them two years of credits transferable to most four-year colleges and universities. In 2017, the number of students graduating with three Associate Degrees expanded to eleven with several more achieving a single Associate Degree and even greater numbers completing their IGETC certification. The graduating class of 2018 was proud to have the first student to complete four Associate Degrees concurrently with high school graduation, 20 students who have completed 3 Associate Degrees, 6 students with 2 Associate Degrees, and 3 students with 1 Associate Degree and an additional 23 who have completed IGETC Certifications. By taking advantage of the college opportunities, students and their families save thousands of dollars in tuition, which opens the door to a broader range of university options for low-income families.

The achievement gap between the student sub-populations of the school has steadily decreased at the same time that the school's population has become more diverse. NBECBH's 100-percent graduation rate meets the state's priority of "student engagement as measured by graduation and middle and high school dropout rates, chronic absenteeism and attendance," as does the school's low rate of absenteeism with an average ADA of just over 98%.

NBECBH graduates are at every University of California campus, as well as many California State Universities, private universities, and out-of-state colleges. The graduating class of 2018 had at least one student attending each of the 9 University of California campuses. Graduates have earned degrees that range from undergraduate degrees to doctorates. Several students are in medical school, completing scientific research, and attending law schools. This program has made a huge difference in the lives of these students as many of them were the first in their families to graduate high school.