



Nueva Continuation High School

8600 Palm Ave • Bakersfield CA 93309 • (661) 845-1532 • 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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School Description

Nueva Continuation High School was established in 1970 in Lamont, Ca. The mission of Nueva Continuation High School is to foster an environment that promotes student educational, vocational, and personal success. We strive to empower students to enter the workforce or pursue post-secondary education and to be responsible and productive members of society. Approximately 120 students are enrolled at Nueva Continuation High school each semester and serves mainly juniors and seniors.

Nueva Continuation has 1 site administrator, 7 teachers, 1 counselor, and 1 OCI teacher. There are also 8 classied

The Vision of Nueva High School is to empower all students to create opportunity for themselves in a diverse community.

Nueva Continuation High School promotes CTE and academic programs for all of its students. These programs include the Regional Occupational Center (ROC), Paxton Patterson Health and Science Labs, dual enrollment with Bakersfield College, and articulated courses. Students can enroll in courses that offer them support and intervention such as Math Mindset and Access for Literacy.

Nueva Continuation High School strives to create an environment that is supportive and academically rigorous for its students. For the second year in a row, Nueva Continuation High School has earned Silver status in its efforts with PBIS and is a model school.

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.

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 11	39
Grade 12	81
Total Enrollment	120

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.8
Hispanic or Latino	96.7
Native Hawaiian or Pacific Islander	0.8
White	0.8
Socioeconomically Disadvantaged	98.3
English Learners	7.5

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 Nueva Continuation	17-18	18-19	19-20
With Full Credential	19	8	8
Without Full Credential	0	0	0
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 Nueva 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.

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 (CTE) 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.

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

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

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

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

Textbooks and Instructional Materials

Year and month in which data were collected: 11-12-19

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Holt Literature & Language Arts Third Course (Grade 9) Holt Literature & Language Arts Fourth Course (Grade 10), 2003 Holt Literature & Language Arts Fifth Course (Grade 11), 2003 Holt Literature & Language Arts Sixth Course (Grade 12), 2003 Literature Structure Sounds and Sense, 9th edition, 2006 Edge Level A Student Edition, National Geographic, 2007 Edge Level B Student Edition, National Geographic, 2007 Edge Level C Student Edition, National Geographic, 2007 Edge Fundamentals Student Edition, National Geographic, 2007 Breaking Through, HMH Books, EL, 2002 Daily Warm Ups- ACCESS Literacy What's Happening Publications, Magazine Subscription, EL Hiroshima, Vintage Books, 1985 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	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	
Interior: Interior Surfaces	Poor	There are water stains on the ceiling tiles in the admin office and cafeteria. Safety glass is missing on the fire extinguisher cabinet. There are some ceiling tiles that have cracks and holes. The paint is chipping on custodian room wall and there is dry rot/water damage to wall.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	The toilet in the second staff restroom is continually running.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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	2	11	49	51	50	50
Math	0	0	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.

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	67	56	83.58	10.91
Male	39	33	84.62	9.38
Female	28	23	82.14	13.04
Black or African American	--	--	--	--
Hispanic or Latino	65	55	84.62	9.26
White	--	--	--	--
Socioeconomically Disadvantaged	64	53	82.81	11.32
English Learners	35	29	82.86	0.00
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--

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

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

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.

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	67	52	77.61	0.00
Male	39	29	74.36	0.00
Female	28	23	82.14	0.00
Black or African American	--	--	--	--
Hispanic or Latino	65	51	78.46	0.00
White	--	--	--	--
Socioeconomically Disadvantaged	64	49	76.56	0.00
English Learners	35	28	80.00	0.00
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--

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

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

Nueva has asked parents to complete surveys at Back to School and at Student of the Month luncheons and their responses have been overwhelmingly positive. Parents have stated the school culture is positive and that the office staff makes them feel welcome. Parents feel their child is safe at Nueva with very few incidents of bullying reported. In the past two years, Back to School night's parent attendance has increased by approximately 18% over previous years. Parents are invited to participate and attend School Site Council meetings, and Title I/EL meetings at Back to School night. Nueva mails postcards home and makes phone calls home to invite parents to Back to School night, FAFSA financial aid nights, student of the month luncheons, when students earn honor roll, and more. The best ways to increase parent participation is for Nueva to have a purposeful and consistent school message. Some of the strategies to build participation will include:

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

Progress of parental involvement for parents of students in Migrant and EL programs

- The KHSD has developed a written parental involvement policy with input from Title I parents. Many of these parents are parents of students participants of the Migrant and/or EL program. The policy is incorporated into district and school site plans and is distributed to all parents.
- Parent representatives from each school site are invited to take part in monthly District Parent Advisory Committee meetings. Meetings provide opportunities for parents to formulate and render suggestions for program modification or improvement as well as provide an arena for timely responses to these suggestions from Title I program leadership and school/district administration.

- District parent meetings are conducted monthly with emphasis on helping parents understand school programs, educational offerings, how to advocate for their children, and how they can become more involved in their children's education.
- The Kern High School District Parent Advisory Committee (DPAC) is composed of parents whose children participate from the Migrant program. At DPAC meetings, parents are able to take part in an advisory role to positively affect Title I and Migrant program issues and concerns. In the same capacity, committee members are able to promote parental involvement activities which advocate that parents:
 - provide basic physical and emotional needs of students which affect success in school
 - support and participate in learning activities at home with students
 - participate in parent/teacher conferences, home visits, and telephone conversations
- The Kern high school District supports parent involvement through Parent & Family Centers established at 15 school sites. The centers are designed to provide KHSD Parents/Guardians with opportunities for parent education, school leadership, and volunteerism. Parent & Family Centers serve
 - as the hub for parent training and create collaborative opportunities between teachers, administrators, school personnel and community members to support students and their families.
- Kern High School District representatives present the following information annually to Migrant and EL program parents reps.
 - a description and explanation of the curriculum and materials used in classes
 - information on the assessments used to measure student progress
 - information on the proficiency levels and/or program goals students are expected to meet.
- A yearly parent involvement needs assessment and subsequent evaluation is conducted at the District Committee meetings to provide guidance in the identification of needs of Title I parents and the effectiveness of Title I parent involvement activities. As a result of the Kern High School District's
 - Title I parent involvement evaluation process, workshops, meetings, parent institutes, and other forums are planned and made available to parents to fill the expressed needs.
 - To facilitate the participation of non-English speaking parents, District meetings are conducted with the assistance of a Spanish/English interpreter. All written materials provided to parents are delivered in both English and Spanish.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

The safety of Nueva's students and staff is of paramount importance. In the spring 2018-2019 student survey, 95.2 percent of students reported they feel physically safe on campus. Nueva holds an orientation in the fall and spring for new students to learn about the culture of Nueva and behavior expectations for all students. A school assembly is held for all students to remind them of behavior expectations at Nueva. The site administrator checks the discipline, attendance, and conference history for each student enrolling at Nueva and recommends to the community specialist or intervention specialist potential services and supports the student may benefit from. Enrolling students and their parent/guardian meet with Nueva's academic advisor to discuss transcripts and graduation plans with students. Nueva has one member of campus security who is on campus from 7:30 AM until 4:00 PM. Most California continuation schools do not have campus security assigned and Nueva is thankful the KHSD assigns campus security to each of the continuation schools. Nueva High School and the Kern High School District have comprehensive emergency and safety plans that address civil defense, disaster, school safety, and crisis intervention. Nueva has developed a NIMS plan that is in compliance with this nationwide safety plan. The district meets regularly with site administrators to coordinate school and district procedures and policies. The safety plans are updated annually. Nueva also has four safety meetings per year and all staff members are invited to attend. During the meetings a calendar for drills is assembled and the staff discusses potential safety issues on campus. Nueva held the following drills during the 2018-2019 school year:

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

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

- | | |
|---|--|
| <ul style="list-style-type: none"> • School/Community Profile • Bullying Awareness • New student orientations • Suicide Prevention/Awareness • School-wide Student Indicators • Child Abuse/Neglect Mandated Reporter Procedures • Suspension/Expulsion Procedures • Dangerous Pupil Notifications • Sexual Harassment Policy/Training • Dress Code and School Discipline Code • NIMS Plan/Incident Command System Plan/Comprehensive School Safety Plan | <ul style="list-style-type: none"> • Behavior Contract • Refrain from Contact Contract • Teen parent group conducted by Kern County Health/Human Services • Intervention Specialist • Community Specialist • Behavior Support Matrix • District Dress Code • School Safety Committee meets four times per school year. • Protocol for the death of a student or staff member. • Health Fairs held twice per school year. • AmeriCorps mentors |
|---|--|

- Restorative Justice and PBIS practices

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	16.4	19.5	12.9
Expulsions Rate	0.0	0.0	0.6

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*	120.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
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	15	10	7	1	14	9	6	1	10	12	1	
Mathematics	11	9	2		13	6	3		7	16	1	
Science	14	3			13	2	2		8	3		
Social Science	9	12	3		16	5	6		7	19		

* 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		41	42

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

WASC School-wide Critical Areas for Follow-up:

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

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

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

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

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

All of the Nueva staff members have attended GAFE training.

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

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

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

KHSD provides ongoing, subject-specific PD to strengthen the instructional capacity of teachers and build strong professional learning communities (PLC) within the organization. PD needs are regularly assessed by examining district and site data and by consistently checking with teachers and administrators to determine the critical needs for teacher support and student growth. Teachers meet regularly to collaborate in their PLC to share best practices and review student performance data.

Both the literacy and numeracy trainings are high priorities for the district because of the numbers of students who read below grade level (about forty percent of the total student population) and/or are not algebra ready upon entering high school (approximately one-third of incoming ninth-grade students). The district collaborates with its feeder districts to leverage practices to increase the skill levels in both reading and math. It also strives to increase the college-readiness of all students by working with its post-secondary partners to reduce college-attainment barriers. One such effort focuses on ways to share data inter-segmentally in order to align curriculum better, administer college-entrance assessments efficiently, and determine the skill gaps preventing students from achieving in their first year of college.

The district often hires outside agencies to set a training benchmark. Such trainings may include building and using assessments effectively and developing teacher leaders – e.g., PLC and department leaders. The district also encourages teachers to attend conferences in their subject matter. This year, teachers attended several conferences through Solutions Tree, focusing on leadership, mathematics, and assessment, as well as local, state, and national conferences in their subject areas. Typically, once teachers return from trainings or conferences, they meet in their departments to build resources or PD based on the trainings.

The district's view on PD strikes a balance between offering local and outside trainings, as well as providing opportunities for district-wide and site-based collaboration. The ultimate goal with all the PD is to maximize instruction for optimal student learning to take place each day.

FY 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

Nueva feels a great deal of its success is the ability students have to develop a positive relationship with an adult on campus. The District has been generous enough to budget LCAP funds to provide mentoring for select students. Nueva has had an AmeriCorps mentor available the past three school years. The AmeriCorps mentor is on campus 5 days per week and offers advice, counseling, encouragement, tutoring, and more. The caseload for AmeriCorps is 25 male and female students of all grades.

Nueva is continuing its fourth consecutive year of Positive Behavior Intervention and Support (PBIS). Nueva was recognized in each of its first three years of PBIS implementation. Faculty and staff at Nueva are providing a positive culture and supporting students with KNIGHT's RULE. KNIGHT's RULE stands for RESPECT, TRUSTING RELATIONSHIPS, ACCOUNTABILITY, AND GROWTH MINDSET. The faculty and staff are moving forward with providing students will lessons to reinforce the values important to the students of the Nueva Community and ensure students are acknowledged for their positive impact in the school culture. Nueva was provided an intervention specialist two days per week. Nueva's intervention specialist coordinates groups and one on one support with Aggression Replacement Therapy, Forward Thinking, Brief Intervention, and more. Our intervention specialist is available to meet the special needs of a number of our students. Nueva High School also has a full-time On Campus Intervention teacher who assists students with positive behavior enforcement and restorative practices.

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

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

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

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

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$13,228	\$1,027	\$12,201	\$89,698
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	36.5	6.8
School Site/ State	49.6	-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.

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

Rate for Nueva Continuation High	2015-16	2016-17	2017-18
Dropout Rate	19	15.5	13.6
Graduation Rate	67.2	70.7	71.2

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	58
% 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.