

Nueva Continuation High School

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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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District Governing Board

J. Bryan Batey, President
Joey O'Connell, Vice President
Jeff Flores, Clerk
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Janice Graves, Member

District Administration

Bryon Schaefer, Ed.D.
Superintendent
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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

Nueva High School's Mission Statement is:

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

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

Nueva's Vision Statement:

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

Nueva High School SLOs:

Effectively Communicate

1. Write and speak clearly and coherently with a purpose, utilizing Standard English (i.e., critical responses, essays).
2. Collaborate with their peers to enhance learning.
3. Utilize technology (i.e., Google Suite, Microsoft Suite) to access information and to create reports and presentations.

Direct their own learning

1. Set goals to achieve their own academic success (i.e., complete missing assignments; access Synergy to check current grades and progress).
2. Take initiative for their own learning (i.e., asking questions, participating in discussions, assisting fellow classmates).

Demonstrate Academic Proficiency

1. Show growth in local assessments (i.e., teacher observations, defined School-wide measures).
2. Demonstrate proficiency in California state assessments, and growth in KHSD assessments.
3. Aspire to earn a 3.0 GPA or higher.

Design Post-Secondary Plans

1. Complete an interest/aptitude survey capturing their desires and interest for a potential career path.
2. Enroll in a Career Technical Education course to explore career pathways (i.e. Career Tech, ROP)
3. Attend at least one college or university tour and participate in the college and career fairs on campus.
4. Meet with designated staff to develop a post-secondary plan.

WASC Accreditation History

Nueva High School's WASC Accreditation visit was completed in the spring of 2018, in which Nueva High School received full accreditation status. The WASC Visiting Committee commended Nueva for the following items:

- Nueva has made significant improvements in the acquisition and implementation of technology for teacher and student use that has positively impacted teaching strategies and student learning.
- The district and site administration have provided numerous professional development opportunities for teachers that are targeted toward meeting action plan goals to improve teaching and learning.
- Interviews with students indicated that they feel safe on the campus and that the teachers, administrators, and other adults are making every effort to ensure student success.
- Teachers feel supported by administration as they seek ways to better meet student-learning needs.
- The use of technology plays an important role in student learning as well as assisting teachers with additional ways to engage students in the teaching-learning process.
- With the increased use of technology, faculty and administration now have many more options available for tracking student progress with data.
- More faculty and support staff has been employed to better meet student-learning, social, and career/job planning needs.

There are four critical areas that still need to be more fully addressed, although significant progress has already been accomplished in each area. These areas, which are found in the school's revised action plans, are:

- The school should develop a comprehensive and measurable assessment system, including formative and summative assessments that are aligned to the Common Core State Standards.
- The school should develop a comprehensive literacy program across all disciplines.
- The school should create school-wide PLCs to develop instructional strategies with defined goals and annual assessments.
- The school should develop a variety of instructional strategies that will increase student engagement to increase student proficiency in ELA and math.

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 Group	
Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.0
Asian	0.0
Filipino	0.0
Hispanic or Latino	93.4
Native Hawaiian or Pacific Islander	0.0
White	5.1
Socioeconomically Disadvantaged	95.6
English Learners	32.1
Students with Disabilities	1.5
Foster Youth	0.0

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 10	5
Grade 11	35
Grade 12	97
Total Enrollment	137

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials			
Nueva Continuation High School	16-17	17-18	18-19
With Full Credential	7	19	8
Without Full Credential		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			
Nueva Continuation High School	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)

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

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

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

Textbooks and Instructional Materials Year and month in which data were collected: 1-24-2018	
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
Mathematics	Discovering Mathematics - Advanced Algebra/Kendall Hunt Adopted 2015 The Practice of Statistics/Freeman Adopted 1999 Pacemaker Algebra 1/Globe Fearon Adopted 2001 Advanced Mathematical Concepts, Precalculus with Applications/Glencoe Adopted 2001 Integrated Mathematics/McDougal-Littell Adopted 2002 Discovering Algebra /Kendall Hunt Adopted 2015 Discovering Geometry/Kendall Hunt Adopted 2015 Mathematics with Business Applications/Glencoe Adopted 2007 Single Variable Calculus/Brook & Cole

Textbooks and Instructional Materials
Year and month in which data were collected: 1-24-2018

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	<p>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>
Foreign Language	<p>N/A</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> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Science Laboratory Equipment	<p>N/A</p> <p>The textbooks listed are from most recent adoption: N/A Percent of students lacking their own assigned textbook: 0</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Kern High School District (KHSD) facilities are maintained in a manner that assures safety, cleanliness, and functionality. KHSD Safety Inspectors and the Maintenance and Operations Department conduct annual inspections as determined pursuant to a Facility Inspection Tool (FIT) developed and approved by the State of California, Office of Public School Construction (OPSC). The FIT evaluates a school facilities' good repair status with ratings of "good", "fair", or "poor." The instrument does not require capital enhancements beyond the standards to which the facility was designed and constructed. Improvements come from the District Maintenance and Operations budget and the school's Principal's budget. The District participates in the State School Deferred Maintenance Program for major repair and replacement of existing school building components. Typically this includes roofing, plumbing, heating, air conditioning, electrical systems, interior and/or exterior painting and floor systems.

School Facility Good Repair Status (Most Recent Year)		
Year and month in which data were collected: 08/16/18		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	RM 2A Dirty Vents Blowing Dust
Interior: Interior Surfaces	Fair	Water Stains on ceiling tiles in administrative office. Small Water stain ceiling in cafeteria above white board, safety glass is missing on fire extinguisher. Staff lounge ceiling tiles have some holes.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	Campus has undergone touch up painting during school year 17/18
Structural: Structural Damage, Roofs	Good	Room 2 SKID Paint is peeling on Ramp
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	No external issues noted in most recent FIT., RM 1 Door will not close properly.
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

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	3.0	2.0	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	73	53	72.60	1.89
Male	56	43	76.79	2.33
Female	17	10	58.82	0.00
Hispanic or Latino	72	53	73.61	1.89
Native Hawaiian or Pacific Islander	--	--	--	--
Socioeconomically Disadvantaged	70	51	72.86	1.96
English Learners	42	26	61.90	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.

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	73	42	57.53	0
Male	56	33	58.93	0
Female	17	9	52.94	0
Hispanic or Latino	72	41	56.94	0
Native Hawaiian or Pacific Islander	--	--	--	--
Socioeconomically Disadvantaged	70	41	58.57	0
English Learners	42	26	61.9	0
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--

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

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

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 largest parent turn out in September 2017. Additionally, parents and families are invited to the Student of the Month luncheon. Parents of seniors are encouraged to attend the FAFSA financial aid evening each spring. Nueva has the highest percentage of seniors who have completed the FAFSA in the KHSD in 2017-2018. 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 serves 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 2017-2018 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 2017-2018 school year:

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

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

- School/Community Profile
- Bullying Awareness
- New student orientations
- Suicide Prevention/Awareness
- School-wide Student Indicators
- Child Abuse/Neglect Mandated Reporter Procedures
- Suspension/Expulsion Procedures
- Dangerous Pupil Notifications
- Sexual Harassment Policy/Training
- Dress Code and School Discipline Code
- NIMS Plan/Incident Command System Plan/Comprehensive School Safety Plan
- Behavior Contract
- Refrain from Contact Contract

- Teen parent group conducted by Kern County Health/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			
School	2015-16	2016-17	2017-18
Suspensions Rate	9.4	16.4	19.5
Expulsions Rate	0.0	0.0	0.0
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	1.00
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	
Average Number of Students per Staff Member	
Academic Counselor	130

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	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	12.0	15.0	14.0	10	10	9	3	7	6		1	1
Mathematics	9.0	11.0	13.0	11	9	6	3	2	3			
Science	14.0	14.0	13.0	3	3	2			2			
Social Science	11.0	9.0	16.0	10	12	5	4	3	6			

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

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

WASC School-wide Critical Areas for Follow-up:

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

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

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.

Instructional Assistants will attend Professional Workshops:

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

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 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/.

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 the third consecutive year of Positive Behavior Intervention and Support (PBIS). Nueva was recognized in each of its first two 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. This year. 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.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$12,998	\$1,174	\$11,824	\$82,574
District	◆	◆	\$8,611	\$74,546
State	◆	◆	\$7,125	\$85,815
Percent Difference: School Site/District			31.4	7.1
Percent Difference: School Site/ State			-3.6	6.5

* 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.

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

- Free and reduced breakfast and lunch program
- Title I services, EL program services
- Career Development Training/Quest for Success
- Vocational Classes at ROC
- Dual Enrollment 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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Nueva Continuation High School	2014-15	2015-16	2016-17
Dropout Rate	14.8	19.0	15.5
Graduation Rate	65.4	67.2	70.7
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	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
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	0.7
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	59.3	90.5	88.7
Black or African American	0.0	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	58.8	90.7	86.5
Native Hawaiian/Pacific Islander	0.0	93.3	88.6
White	100.0	90.8	92.1
Two or More Races	0.0	93.3	91.2
Socioeconomically Disadvantaged	60.5	92.8	88.6
English Learners	52.9	63.5	56.7
Students with Disabilities	100.0	73.3	67.1
Foster Youth	0.0	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.