

~~2009-2010~~

**SCHOOL ACCOUNTABILITY REPORT CARD**

# Vista Continuation High

**KERN UNION HIGH**



## VISTA CONTINUATION HIGH

## Part I

## Data and Access

## 2009–10 School Accountability Report Card

**Published During 2010-11**

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at [www.cde.ca.gov/ta/ac/sa](http://www.cde.ca.gov/ta/ac/sa). For additional information about the school, parents and community members should contact the school principal or the district office.

**DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at [dq.cde.ca.gov/dataquest](http://dq.cde.ca.gov/dataquest) that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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.

## VISTA CONTINUATION HIGH

## Part II

## About This School

2010 -2011  
Contact  
Information

## School

**Vista Continuation High**  
200 P Street  
Bakersfield, CA 93306  
661-327-8561  
[kernhigh.org/vista](http://kernhigh.org/vista)

## District

**Kern Union High**  
661-827-3100  
[www.khsd.k12.ca.us](http://www.khsd.k12.ca.us)  
CDS Code: 15-63529-1536325

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*Director of Instruction*  
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## School Description and Mission Statement

Vista High School (VHS) is located near downtown Bakersfield in a predominantly low-income neighborhood which includes single-family, small multi-family, and government housing units. The school is adjacent to Emerson Middle School and McKinley Elementary School. Established in 1967, VHS was the first of six continuation high schools in the Kern High School District. The average CBEDS enrollment at VHS is approximately 260 students in grades 9- 12. Like other continuation schools, VHS was designed for students whose needs are not being met by the comprehensive high schools. The vast majority of VHS' students are referred to bridge their credit gap, attendance issues, and an inability to adjust to the regular program. Most students are deficient in credits and due to life circumstances some are in need of a flexible academic schedule.

VHS has 15 (14.5 FTE) regular academic classroom teachers. All teachers are CLAD certified, and all ELD and SDAIE classes are taught by highly qualified and CLAD certified teachers. In addition to the teaching staff and the administrative support, VHS has a number of student support personnel who are instrumental for the growth and success of our students. VHS has two full-time counselors, allowing for a ratio of 130 to 1 which is significantly more supportive than any other school site, including the other continuation campuses. We have two security guards. We have a District Migrant Coordinator who assists our small population of Migrant students, and we have two Title I assistants that devote most of their time to our Math program (1 works with our Algebra / Geometry classes full time, and the other works with 1 Foundations Math class, and one Govt/Econ class). The ELL (English Language Learner) program at VHS is fully implemented with an EL Coordinator who possesses a Masters Degree in Reading and Literacy and a Reading Specialist Credential, and a bilingual technician who also serves as the bilingual instructional assistant.

VHS has a six-hour Computer Instructional Technician who has completed two years of college. In addition to supervising the computer lab, this person also maintains the campus library. The library is available as a resource for both students and staff and includes books, videotapes, audio tapes, and CDs. We have a shared computer technician that splits her time amongst all five continuation schools.

The ethnic breakdown of the VHS student body is 65.1% Hispanic, 24.7% African-American, 11.1% White, 4% Native-American, and 9.8% other ethnicity or no ethnicity designated. Of the students enrolled, 19% are designated as English Learners (EL), 10% are Opportunity students, 2% are in Special Education (Resource), and 80% are qualified as Title I students. VHS students are referred to us from Foothill, East Bakersfield, Highland, Golden Valley, South, West, Stockdale, Centennial, and Bakersfield High Schools.

Vista High School's Mission Statement is:

- To provide a safe, supportive, and challenging educational environment where

## VISTA CONTINUATION HIGH

### Part II

## About This School

students strive to achieve their educational, vocational, and personal goals.

Vista High School's Vision is:

- All students can achieve at high levels
- All students will pass the CAHSEE and graduate
- All students will have a Post Secondary Plan
- All students that graduate from Vista High School will have the skills necessary to be functioning members of society

### Opportunities for Parental Involvement

The following categorized list shows examples of various opportunities for parental involvement.

Link to parents and community:

- Back to School Night
- School Report Card
- School web site through Kern High School District
- Honor Roll/Principal list luncheon
- Parent/Counselor conference at enrollment
- Community Counselors – Olga Ruiz and Kevin Thomas
- WIA
- Providing for community - Houchin Blood Drives

Utilization of local resources from parents and community:

- Vendors feed students
- Donation of school sweatshirts to underprivileged students
- Purchasing of clothes for underprivileged students

Strategies for involving non-English speaking parents:

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

Parents as active partners:

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

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

- Site Council

## VISTA CONTINUATION HIGH

### Part II

### About This School

- English Language Advisory Council (ELAC) / District English Language Advisory Council (DELAC)
- Parent Advisory Council (PAC) / District Parent Advisory Council (DPAC)

### Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Grade 9	7
Grade 10	8
Grade 11	66
Grade 12	196
Total Enrollment	277

### Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

#### Percent of Total Enrollment

Group	Percent
African American	19.86
American Indian or Alaska Native	.36
Asian	.36
Filipino	0
Hispanic or Latino	68
Pacific Islander	.36
White	9.75
Multiple or No Response	4.00
Socioeconomically Disadvantaged	84.00
English Learner	9.00
Disabilities	4.00

## VISTA CONTINUATION HIGH

## Part II

## About This School

## Average Class Size and Class Size Distribution

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

## Number of Classrooms per Subject

Subject	Year	1-22	23-32	33+	Average
<b>English-Language Arts</b>	2007-2008	10	1	0	15.0
	2008-2009	7	2	0	19.0
	2009-2010	10	1	0	19.4
<b>Mathematics</b>	2007-2008	9	0	0	15.0
	2008-2009	4	2	0	17.0
	2009-2010	8	8	0	17.3
<b>Science</b>	2007-2008	8	0	0	13.0
	2008-2009	4	2	0	20.0
	2009-2010	8	8	0	21
<b>History-Social Science</b>	2007-2008	7	0	0	15.0
	2008-2009	1	6	0	23.0
	2009-2010	8	8	0	23.5

## VISTA CONTINUATION HIGH

## Part III

## School Climate

**School Safety Plan**

Each year the VHS Safety plan is updated and reviewed with the staff. Students and school personnel routinely participate in school-wide emergency drills that are coordinated with various outside agencies. The Incident Command System model is used to promote fluid coordination and management of any emergency situation. The VHS Safety Plan is available upon request in the main office of VHS.

Date School Safety Plan last reviewed: 08/17/2010

**Suspensions and Expulsions**

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

The numbers below do not correlate with the number reported by the CDE. The CDE's numbers are calculated using 277 as the total enrollment for the school. Vista High will drop and re-enroll almost all of its population over the course of the year, and this will cause Vista's true enrollment for the year to be closer to 550 students. This is considerably higher than the 277 students reported at the CBEDS Reporting date. Vista's true numbers are closer to those reported by the district.

Rate	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	66	63	42	51.00	42.00	37
Expulsions	13	8	7	6.00	5.00	6

## VISTA CONTINUATION HIGH

## Part IV

## School Facilities

## School Facility Conditions and Planned Improvement

Inspections by KHSD Safety Inspectors and Maintenance and Operations Department are conducted yearly. All buildings are air conditioned and heated. The plant is attractively painted and landscaped. Improvement funds come from the District Maintenance and Operations budget and the school's principal budget. The District participates in the State School Deferred Maintenance Program for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior and/or exterior painting and floor systems. The District budgeted \$1,700,000 for deferred maintenance for the 2009-2010 school year. This represents .5% of the District's General Fund Budget.

## School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Status*	Repair Needed / Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Rooms 1-12 painted and new carpet installed. Flooring in Room 15 upgraded.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	Replaced all burnt out lights.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	New paint and rings in Cafe restrooms
Safety: Fire Safety, Hazardous Materials	Good	Cleaned and organized storage area. Installed new storage shelving.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	New fencing and driveway. Tore down old handball court. Removed rotted trees by cafe.
Overall Rating**	Good	

\*Based on a scale from: Poor—Fair—Good

\*\*Based on a scale from: Poor—Fair—Good—Exemplary

## VISTA CONTINUATION HIGH

## Part V

## Teachers

**Teacher Credentials**

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE DataQuest Web page at [dq.cde.ca.gov/dataquest](http://dq.cde.ca.gov/dataquest).

All teachers at VHS are fully credentialed with the exception of VHS' Independent study Teacher.

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
With Full Credential	15	14	14	
Without Full Credential	0	1	1	
Teaching Outside Subject Area of Competence				n/a

**Teacher Misassignments and Vacant Teacher Positions**

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

VHS has no misassignments or vacant teacher positions.

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	N/A	N/A	N/A
Total Teacher Misassignments	N/A	N/A	N/A
Vacant Teacher Positions	N/A	N/A	N/A

## VISTA CONTINUATION HIGH

## Part V

## Teachers

**Core Academic Classes Taught by No Child Left Behind Compliant Teachers**

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at [www.cde.ca.gov/nclb/sr/tq](http://www.cde.ca.gov/nclb/sr/tq).

With the exception of Independent Study, all core classes at VHS are taught by NCLB Compliant Teachers.

**Percent of Classes In Core Academic Subjects**

Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Vista Continuation High	100	0
All Schools in District	95	5
High-Poverty Schools in District	94.1	5.9
Low-Poverty Schools in District	97.3	2.7

## VISTA CONTINUATION HIGH

## Part VI

## Support Staff

**Academic Counselors and Other Support Staff**

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

The District provides Psychologist, Social Worker, Nursing, and Speech services through its Special Education and Public Health Nurse Departments.

**Students per Academic Counselor**

Title	Average Total
Number of Students per Academic Counselor	277

**Number of FTEs Assigned to School**

Title	Total
Academic Counselor	2
Library Media Teacher (Librarian)	
Library Media Services Staff (paraprofessional)	1
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

**VISTA CONTINUATION HIGH****Part VII****Curriculum and Instructional Materials****Quality, Currency, and Availability of Textbooks and Instructional Materials**

This section displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or nonadopted textbooks or instructional materials.

Every student at in the Kern High School District's Continuation Schools (Central Valley, Nueva, Summit, Vista and Vista West High Schools ) has access to a core subject textbook and instructional materials. Students needing to take textbooks home, for complete class or homework can always check out needed books. Due to a fluctuation in enrollment, textbooks purchases are made yearly to make sure every student has textbook access.

All textbooks purchased are standards aligned and approved by the district and Board of Trustees.

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.

**Textbook Information**

This section provides information if any insufficiency exists, and the reason that each pupil does not have sufficient textbooks or instructional materials.

**Textbook Availability**

Textbooks and instructional materials used in the district in the core subject areas of English-Language Arts, Mathematics, Science, and History-Social Science.

## VISTA CONTINUATION HIGH

## Part VII

Curriculum and  
Instructional  
Materials**English-Language Arts**

Textbook Title and/or Publisher	Adoption Year
Holt Literature and Language Arts 3rd course	
Hampton-Brown Edge Reading, Writing, Language	
Grammar Sense 3, Bland, susan, Oxford Press	
Holt Literature and Language Arts 5th Course	
Hampton-Brown Edge Reading, Writing, Language	
Thompson- Heinle Visions Language, Literature, content Book B	
Measuring up to the California Content standards, PPG	
Thompson- Heinle Visions Language, Liturature, Content Book C	
Holt Literature and Language Arts 4th Course	

**History-Social Science**

Textbook Title and/or Publisher	Adoption Year
Mc Dougal- Littell, Modern World History	
Center for civic Education, we The People	
Mc Dougal- Littell, The Americans	
Miller, NTC's American government	
West Educational Publishing, Economics	

**Mathematics**

Textbook Title and/or Publisher	Adoption Year
McDougal- Littell, Mathematics Concepts and Skills course 2	
McDougal- Littell, algebra 1 Concepts and Skills Work Book	
Mc Dougal Littell, Geometry	
McDougal-Littel, Algebra 1 Concepts and Skills	
Globe Fearon Meeting the California Challenge Work Book	
McDougal-Littel, Mathematics Concepts and Skills Course 1	

## VISTA CONTINUATION HIGH

## Part VII

Curriculum and  
Instructional  
Materials**Science**

Textbook Title and/or Publisher	Adoption Year
Glencoe/McGraw-Hill, Life Science	
Glencoe/McGraw-Hill, Earth Science	

**Science Equipment**

## D. SUPPLEMENTARY INSTRUCTIONAL MATERIALS

1. Teacher's Edition, for the above text
2. Set of Teacher Classroom Resources, for above text (includes full color transparencies; masters for note taking guides, worksheets, section enrichments, Chapter Reviews, and Chapter Tests)
3. Two internet-linked classroom computers for student use, with a printer
4. Set of 10 student compound light microscopes, purchased in 2002
5. Set of 10 student binocular microscopes, purchased in 2002
6. Prepared slides including: plant cells, animal cells, mitosis, meiosis, sperm, blood, hair
7. Short (10 to 30 minute) instructional videos and DVDs. 8. full length movies/ DVDs with accompanying viewing and post-viewing activities and quizzes.
8. Large 3-D models: plant cell, animal cell, leaf cross section, human torso (without sex organs)
9. Reading materials including selected issues of Science World Magazine, Time Magazine, Business Week Magazine, National Geographic Magazine, and the Bakersfield Californian local newspaper.

**Other**

Textbook Title and/or Publisher	Adoption Year
Holt, Health	

## VISTA CONTINUATION HIGH

## Part VII

Curriculum and  
Instructional  
Materials**Quality, Currency, and Availability of Textbooks and  
Instructional Materials**

Core Curriculum Area	Percent
Reading/Language Arts	100
Mathematics	100
Science	100
History-Social Science	100
Foreign Language	N/A
Health	100
Visual and Performing Arts	100
Science Laboratory Equipment (grades 9-12)	100

Textbook Information Collection Date: 1/28/2011

**Percent of Pupils Who Lack Their Own Assigned  
Textbooks and/or Instructional Materials**

Core Curriculum Area	Percent
Reading/Language Arts	0
Mathematics	0
Science	0
History-Social Science	0
Foreign Language	0
Health	0
Visual and Performing Arts	0
Science Laboratory Equipment (grades 9-12)	0

Textbook Information Collection Date: 1/28/2011

## VISTA CONTINUATION HIGH

## Part VIII

## School Finances

## Expenditures Per Pupil and School Site Teacher Salaries

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at [www.cde.ca.gov/ds/fd/ec](http://www.cde.ca.gov/ds/fd/ec) and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs).

## Vista Continuation High Expenditures Per Pupil

Type	Total
Supplemental (From Restricted Sources)	3033
Basic (From Unrestricted Sources)	11390
Total	14423

## Basic Expenditures vs. Teacher Salary Comparisons

Type	School	District		State	
Basic Expenditures	11390	5752	98.02	\$5,681	106.64
Average Teacher Salary	66907	\$73,822	-9.37	\$69,595	-2.09

Note: % difference versus school indicated in parentheses ( ).

## Types of Services Funded

The Kern High School District provides all aspects of the daily school operation including transportation, personnel, facilities, and supplies. In addition, VHS receives categorical funds that support enrichment activities for students, provides instructional assistants in classrooms, and supports professional development opportunities for staff.

## VISTA CONTINUATION HIGH

## Part VIII

## School Finances

## Teacher and Administrative Salaries

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs).

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,597	\$43,096
Mid-Range Teacher Salary	\$62,567	\$70,018
Highest Teacher Salary	\$93,470	\$89,675
Average Principal Salary (Elementary)	\$0	\$0
Average Principal Salary (Middle)	\$0	\$122,408
Average Principal Salary (High)	\$113,589	\$128,615
Superintendent Salary	\$237,158	\$204,469
Percent of Budget for Teacher Salaries	0.00%	0.00%
Percent of Budget for Administrative Salaries	0.00%	0.00%

## VISTA CONTINUATION HIGH

## Part IX

Student  
Performance**Standardized Testing and Reporting Program**

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA for grades three through eight and science in grades five and eight and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at [star.cde.ca.gov](http://star.cde.ca.gov). Program information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at [www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf](http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf). Note: Scores are not shown 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

**Standardized Testing and Reporting Results for All Students: Three-Year Comparison**

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	4%	2%	3%	32%	37%	40%	46%	50%	52%
Mathematics	2%	2%	22%	14%	18%	19%	43%	46%	48%
Science	0%	0%	6%	35%	43%	47%	46%	50%	54%
History-Social Science	1%	1%	5%	26%	32%	39%	36%	41%	44%

## VISTA CONTINUATION HIGH

## Part IX

Student  
Performance**Standardized Testing and Reporting Results by Student Group:  
Most Recent Year**

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

**Percent of Students Scoring at Proficient or Advanced**

Group	ELA	Math	SCI	HSS
African American	5.00%	N/A	N/A	7.00%
American Indian	N/A	N/A	N/A	N/A
Asian	0.00%	0.00%	0.00%	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	2.00%	27.00%	0.00%	5.00%
Pacific Islander	N/A	N/A	N/A	N/A
White	0.00%	0.00%	N/A	N/A
Male	1.00%	23.00%	0.00%	8.00%
Female	4.00%	0.00%	0.00%	2.00%
Socioeconomically Disadvantaged	3.00%	22.00%	8.00%	6.00%
English Learner	0.00%	0.00%	0.00%	N/A
Disabilities	0.00%	0.00%	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A

**California High School Exit Examination**

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CDE California High School Exit Examination (CAHSEE) Web site at [cde.ca.gov](http://cde.ca.gov). Note: Scores are not shown 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

## VISTA CONTINUATION HIGH

## Part IX

Student  
Performance**California High School Exit Examination Results for All Students:  
Three-Year Comparison**

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	0.00%	0.00%	36	50.00%	50.00%	51.00%	53.00%	53.00%	54.00%
Mathematics	0.00%	0.00%	0.00%	48.00%	48.00%	53.00%	51.00%	51.00%	53.00%

**California High School Exit Examination Results by Student Group: Most  
Recent Year**

This table displays the percent of students, by group, achieving at each performance level in ELA and mathematics for the most recent testing period.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	93	7	0.00%	0.00%	0.00%	0.00%
African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White (not Hispanic)	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Male	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Female	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Economically Disadvantaged	0.00%	0.00%	0.00%	92	8	0.00%
English Learners	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A

## VISTA CONTINUATION HIGH

## Part IX

Student  
Performance**California Physical Fitness Test Results**

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at [www.cde.ca.gov/ta/tg/pf](http://www.cde.ca.gov/ta/tg/pf). Note: Scores are not shown 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

VHS has very few 9th grade students. The few 9th grade students that attend VHS are only enrolled for one semester in VHS' Opportunity Program, and then they are transferred back to their home school. Students receive the Physical Fitness Testing at their home school.

**Percent of Students Meeting Healthy Fitness Zones**

Grade Level	4 of 6 Students	5 of 6 Students	6 of 6 Students
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

## VISTA CONTINUATION HIGH

Part X

## Accountability

**Academic Performance Index**

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Academic Performance Index (API) Web page at [www.cde.ca.gov/ta/ac/ap](http://www.cde.ca.gov/ta/ac/ap).

**Academic Performance Index Ranks – Three-Year Comparison**

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

As an ASAM school, VHS does not receive an API Rank.

API Rank	2007	2008	2009
Statewide	0	0	0
Similar Schools	0	0	0

**Academic Performance Index Growth by Student Group – Three-Year Comparison**

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

The 2008-2009 School year shows a substantial decrease in student performance for VHS. This is due to improper calculation of VHS' API on the part of the state. The District is working with the state to correct the data for VHS. In the 2009-2010 VHS posted a gain of 113 points on its API. This was the highest gain in the KUHSD Alternative Education Department, and it was the highest API gain in the District.

## VISTA CONTINUATION HIGH

## Part X

## Accountability

**Actual API Change**

Group	2007-08	2008-09	2009-10	2010 Growth API Score
All Students in the School	64	-248	113	583
African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	0	0	0	0
Pacific Islander	N/A	N/A	N/A	N/A
White (not Hispanic)	0	0	0	0
Socioeconomically Disadvantaged	0	0	0	0
English Learners	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A

**Adequate Yearly Progress**

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) Web page at [www.cde.ca.gov/ta/ac/ay](http://www.cde.ca.gov/ta/ac/ay).

**Adequate Yearly Progress Overall and by Criteria**

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

VHS does not participate in AYP.

## VISTA CONTINUATION HIGH

## Part X

## Accountability

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	No
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	No	Yes
Graduation Rate	Yes	

**Federal Intervention Program**

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at [www.cde.ca.gov/ta/ac/ay](http://www.cde.ca.gov/ta/ac/ay).

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2008-2009	2004-2005
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement	N/A	16
Percent of Schools Currently in Program Improvement	N/A	67

## VISTA CONTINUATION HIGH

## Part XI

School Completion  
and Postsecondary  
Preparation**Admission Requirements for California's Public Universities****University of California**

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the General Admissions Information Web page at [www.universityofcalifornia.edu/admissions/general.html](http://www.universityofcalifornia.edu/admissions/general.html).

**California State University**

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web page at [www.calstate.edu/SAS/admreq.shtml](http://www.calstate.edu/SAS/admreq.shtml).

**Dropout Rate and Graduation Rate**

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE Data- Quest Web page at [dq.cde.ca.gov/dataquest](http://dq.cde.ca.gov/dataquest).

Although VHS does not have students that complete all of the UC/A-G requirements, it does have a relationship with the EOP Program at CSU Bakersfield. Each of the past three years, VHS has placed students in CSUB's EOP Summer Bridge Program. VHS has placed 14 students in the past 3 years and is poised to place another 2-3 students there this year. The Drop-Out data below is calculated by using the CDE's formula for calculating Drop-Outs. It must be said that this method of calculating Drop-Outs does not produce accurate data when it is employed in the calculation of the Drop-Out rates for ASAM Schools. ASAM Schools do not have any 4 year students, and they rarely have the same student in the Spring that they opened with in the Fall. Additionally, ASAM Schools transfer many of their students back to their homeschool once their credit gap has been bridged. The CDE's formula causes these students to be reflected as Drop-Outs.

## VISTA CONTINUATION HIGH

## Part XI

School Completion  
and Postsecondary  
Preparation

Level	Year	Dropout Rate (1-year)	Graduation Rate
<b>Vista Continuation High</b>	2006-2007	43.0	75.0
	2007-2008	34.0	77.0
	2008-2009	34.0	77.0
<b>District</b>	2006-2007	5.0	75.0
	2007-2008	5.0	77.0
	2008-2009	5.0	77.0
<b>State</b>	2006-2007	4.0	81.0
	2007-2008	4.0	80.0
	2008-2009	4.0	80.0

**Completion of High School Graduation Requirements**

Students in California public schools must pass both the ELA and mathematics portions of the CAHSEE to receive a high school diploma. For students who began the 2008-09 school year in grade twelve this table displays by student group the percent who met all state and local graduation requirements for grade twelve completion.

The school numbers below do not include the students that graduated in Summer or the following Fall.

**Graduating Class of 2009**

Group	School	District	State
All Students	46	6951	382950
African American	12	448	25996
American Indian or Alaska Native	0	62	2885
Asian	0	221	40142
Filipino	0	75	12618
Hispanic or Latino	28	3682	156842
Pacific Islander	0	17	2569
White (not Hispanic)	6	2411	136096
Socioeconomically Disadvantaged	30	6297	160419
English Learners	4	303	86536
Students with Disabilities	1	180	21466

Note: "N/A" means that the student group is not numerically significant.

**Career Technical Education Programs**

With the district's introduction of career pathways towards graduation; we now offer the following career based electives: Work Experience, Virtual Business, Web Design, Journalism, Yearbook, Business, Hotel Tourism, and Accounting. We are also working on creating and implementing Computer Applications 1 & 2, and Career Essentials courses into the Master Schedule.

## VISTA CONTINUATION HIGH

## Part XI

School Completion  
and Postsecondary  
Preparation

Several of our students still continue to participate in career pathways through ROP.

**Career Technical Education Participation**

This table displays information about participation in the school's CTE programs.

Measure	Participation
Number of pupils participating in CTE	310
Percent of pupils completing a CTE program and earning a high school diploma	60
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

**Courses for University of California and/or California State University Admission**

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found on the CDE DataQuest Web page at [dq.cde.ca.gov/dataquest](http://dq.cde.ca.gov/dataquest).

VHS is a continuation school, so students generally take general courses. VHS does offer College Preparatory classes for those students that were in CP classes at their home school and want to continue at that level. Students that request CP classes must complete extra work in order to receive the CP credit.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	0
Graduates Who Completed All Courses Required for UC/CSU Admission	0

**Advanced Placement Courses**

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the CDE DataQuest Web page at [dq.cde.ca.gov/dataquest](http://dq.cde.ca.gov/dataquest).

VHS does not offer AP classes.

## VISTA CONTINUATION HIGH

## Part XI

### School Completion and Postsecondary Preparation

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

**VISTA CONTINUATION HIGH****Part XII****Instructional  
Planning and  
Scheduling****Professional Development**

Staff and teachers at VHS participate in a variety of Professional Development activities to meet the needs of our students. The KHSD offers three professional development days per year, and it also offers two buy back professional development days as well. It is also a requirement that all certificated staff attend meetings with their Professional Development Committees (PLCs). These committees are created from teachers of each subject area across all Continuation Schools. In addition to this, VHS' core teachers attend Benchmark Committee meetings and trainings, and the Continuation division of the KHSD also employs Professional Development Leaders that train the teachers in the Continuation Education branch of the KHSD. Teachers are welcome to attend other Professional Development activities that the district offers to them, as well as subject area professional development opportunities.

**Professional Development Days**

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

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

- 2007-08: 19
- 2008-09: 19
- 2009-10: 19