

~~2010-2011~~

SCHOOL ACCOUNTABILITY REPORT CARD



Vista Continuation High

KERN UNION HIGH



VISTA CONTINUATION HIGH

Part I

Data and Access

2010–11 School Accountability Report Card

Published During 2011-12

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. For additional information about the school, parents and community members should contact the school principal or the district office.

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at 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

2011 -2012 Contact Information

School

Vista Continuation High
200 P Street
Bakersfield, CA 93306
661-327-8561
kernhigh.org/vista

Tracey J. Lozano
Site Administrator
tracey_lozano@khsd.k12.ca.us

District

Kern Union High
661-827-3100
www.khsd.k12.ca.us
CDS Code: 15-63529-1536325

Vickie Spanos
Director of Instruction
vspanos@khsd.k12.ca.us

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 1966, 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 at any given time in grades 9- 12. Annually, VHS serves between 500 and 600 students. 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 (15 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 campus supervisors. 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 71% Hispanic, 18% African-American, 7.0% White, 1% Native-American, and 3.0% other ethnicity or no ethnicity designated. Of the students enrolled, 24.4% are designated as English Learners (EL), 6% are Opportunity students, 6.2% are in Special Education (Resource), and 90.3% are qualified as Title I students. VHS students are referred to us from Bakersfield High, Golden Valley, Ridgeview High, South High, and West High Schools.

Vista High School's Mission Statement is:

VISTA CONTINUATION HIGH

Part II

About This School

- To provide a safe, supportive, and challenging educational environment where 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
- Holiday Food baskets for needy families
- Referral to the Golden Empire Gleaners food bank

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

VISTA CONTINUATION HIGH

Part II

About This School

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

- Site Council
- 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.

This table displays VHS' enrollment at the time of the CBEDS count in October of 2011. VHS actually served approximately 560 students during the 2010-2011 school year.

Grade Level	Number of Students
Grade 9	6
Grade 10	9
Grade 11	72
Grade 12	171
Total Enrollment	258

VISTA CONTINUATION HIGH

Part II

About This School

Student Enrollment by Subgroup

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	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	
Pacific Islander	
White	
African American	18.20
American Indian or Alaska Native	1.20
Asian	0.40
Filipino	0.00
Hispanic or Latino	70.90
Pacific Islander	0.00
White	7.00
Multiple or No Response	
Multiple or No Response	2.30
Socioeconomically Disadvantaged	
English Learner	
Disabilities	
Socioeconomically Disadvantaged	90.30
English Learner	24.40
Disabilities	6.20

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
English-Language Arts	2007-2008	10	1	0	15.0
	2008-2009	7	2	0	19.0
	2009-2010	0	0	0	0.0
	2010-2011	4	8	0	23.5
Mathematics	2007-2008	9	0	0	15.0
	2008-2009	4	2	0	17.0
	2009-2010	0	0	0	0.0
	2010-2011	1	8	0	24.4
Science	2007-2008	8	0	0	13.0
	2008-2009	4	2	0	20.0
	2009-2010	3	4	0	20.14
	2010-2011				
History-Social Science	2007-2008	7	0	0	15.0
	2008-2009	1	6	0	23.0
	2009-2010	0	0	0	0.0
	2010-2011	0	8	0	25.6

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: 8/2011

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 288 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 562 students. This is considerably higher than the 288 students reported at the CBEDS Reporting date. Vista's true numbers are closer to those reported by the district.

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	125.00	0.00	101.94	42.00	0.00	30.50
Expulsions	17.00	0.00	17.83	5.00	0.00	5.48

VISTA CONTINUATION HIGH**Part IV****School Facilities****School Facility Conditions and Planned Improvement**

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.

The District budgeted \$1,750,000 for the 2010-11 fiscal year for deferred maintenance, representing approximately .5% of the General Fund budget.

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 2010-2011 school year. This represents .5% of the District's General Fund Budget.

VISTA CONTINUATION HIGH

Part IV

School Facilities

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		
Interior: Interior Surfaces		
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		
Electrical: Electrical		
Restrooms/Fountains: Restrooms, Sinks/Fountains		
Safety: Fire Safety, Hazardous Materials		
Structural: Structural Damage, Roofs		
External: Playground/School Grounds, Windows/Doors/Gates/Fences		
Overall Rating**		

*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.

All teachers at VHS are fully credentialed.

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	14	0	15	1625
Without Full Credential	1	0	0	19
Teaching Outside Subject Area of Competence	0	0	0	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	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

All core classes at VHS are taught by NCLB Compliant Teachers.

VISTA CONTINUATION HIGH

Part V

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	N/A	N/A
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	N/A	N/A

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	148

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)	4
Other	

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

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Every student at in the Kern High School District's Continuation Schools (Central Valley, Nueva, Summit, Tierra Del Sol, 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 and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at www.cde.ca.gov/ds/fd/cs.

Vista Continuation High Expenditures Per Pupil

Type	Total
Supplemental (From Restricted Sources)	\$3,034
Basic (From Unrestricted Sources)	\$11,413
Total	\$14,447

Basic Expenditures vs. Teacher Salary Comparisons

Type	School	District	State
Basic Expenditures	\$11,413	\$6,443	\$5,455
Average Teacher Salary	N/A	\$73,822	\$70,570

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.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,597	\$42,954
Mid-Range Teacher Salary	\$62,567	\$69,905
Highest Teacher Salary	\$93,470	\$89,464
Average Principal Salary (Elementary)	\$0	\$0
Average Principal Salary (Middle)	\$0	\$121,722
Average Principal Salary (High)	\$116,686	\$128,348
Superintendent Salary	\$237,158	\$205,119
Percent of Budget for Teacher Salaries	34.00%	37.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

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:

- **California Standards Tests (CSTs)**, which 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 nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. 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.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and 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 assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

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		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
English-Language Arts	2%	3%	5%	37%	40%	42%	49%	52%	54%
Mathematics	2%	22%	14%	18%	19%	22%	46%	48%	50%
Science	0%	6%	0%	43%	47%	50%	50%	54%	57%
History-Social Science	1%	5%	6%	32%	39%	43%	41%	44%	48%

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%	0.00%	0.00%	0.00%
American Indian	0.00%	0.00%	0.00%	0.00%
Asian	0.00%	0.00%	0.00%	0.00%
Filipino	0.00%	0.00%	0.00%	0.00%
Hispanic or Latino	4.00%	17.00%	0.00%	4.00%
Pacific Islander	0.00%	0.00%	0.00%	0.00%
White	17.00%	0.00%	0.00%	0.00%
Male	10.00%	29.00%	0.00%	12.00%
Female	0.00%	0.00%	0.00%	0.00%
Socioeconomically Disadvantaged	5.00%	15.00%	0.00%	4.00%
English Learner	0.00%	0.00%	0.00%	0.00%
Disabilities	0.00%	0.00%	0.00%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%	0.00%	0.00%

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 to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

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		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	0.00%	7.00%	9.00%	48.00%	50.00%	57.00%	52.00%	54.00%	59.00%
Mathematics	23.00%	14.00%	9.00%	50.00%	51.00%	52.00%	53.00%	54.00%	56.00%

**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	91%	9%	0%	91%	9%	0%
African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	0%	7%	93%	0%	13%	87%
Pacific Islander						
White (not Hispanic)						
Male	100%	0%	0%	85%	15%	0%
Female						
Economically Disadvantaged	95%	5%	0%	90%	10%	0%
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

VISTA CONTINUATION HIGH

Part IX

Student
Performance**California Physical Fitness Test Results**

The California Physical Fitness Test (PFT) 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. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

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	0.00%	0.00%	0.00%
7	0.00%	0.00%	0.00%
9	0.00%	0.00%	0.00%

VISTA CONTINUATION HIGH

Part X

Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <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	2008	2009	2010
Statewide	0	0	
Similar Schools	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. Note: "N/A" means that the student group is not numerically significant or data were not available.

In the 2010--2010 VHS posted a loss of -35 points on its API

VISTA CONTINUATION HIGH

Part X

Accountability

Actual API Change

Group	2008-09	2009-10	2010-11
All Students in the School	-248	113	34
African American			9
American Indian or Alaska Native			1
Asian			N/A
Filipino			N/A
Hispanic or Latino			20
Pacific Islander			N/A
White (not Hispanic)			3
Socioeconomically Disadvantaged			30
English Learners			5
Students with Disabilities			2

Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the 2011 Growth API at the school, LEA, and state level.

2011 Growth API

Group	School	LEA	State
All Students in the School		727	742
African American		670	650
American Indian or Alaska Native		768	703
Asian		846	866
Filipino		845	824
Hispanic or Latino		699	688
Pacific Islander		772	720
White (not Hispanic)		781	810
Two or More Races		792	786
Socioeconomically Disadvantaged		686	684
English Learners		654	640
Students with Disabilities		455	501

Adequate Yearly Progress

The federal ESEA 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

VISTA CONTINUATION HIGH

Part X

Accountability

mathematics

- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <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.

AYP Criteria	School	District
Overall		Yes
Participation Rate - English-Language Arts		Yes
Participation Rate - Mathematics		Yes
Percent Proficient - English-Language Arts		Yes
Percent Proficient - Mathematics		No
API		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. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	n/a	15.0
Percent of Schools Currently in Program Improvement	n/a	62.5

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 course 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 UC Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- 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 have 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 admission, application, and fee information see the CSU Web page at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

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.

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

VISTA CONTINUATION HIGH

Part XI

School Completion
and Postsecondary
Preparation

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.

Level	Year	Dropout Rate (1-year)	Graduation Rate
Vista Continuation High	2007-2008	33.6	77.0
	2008-2009	29.0	77.0
	2009-2010	24.5	85.02
District	2007-2008	5.2	77.0
	2008-2009	4.9	77.0
	2009-2010	3.4	85.02
State	2007-2008	4.9	80.0
	2008-2009	5.7	80.0
	2009-2010	4.6	85.02

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010–11 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

The data below is Cohort Outcome Data for the Class of 2009-10. This is the most recent data available from the California Department of Education. Beginning with the 2009-10 graduates, due to changes in the way the State tracks graduates, there are two graduation rates stated within this document. Starting with the 2009-10 graduates the 4-year Adjusted Cohort is now being collected. It should be noted that the California Department of Education reports district data when reporting graduation rates for continuation high schools.

VISTA CONTINUATION HIGH

Part XI

School Completion
and Postsecondary
Preparation**Graduating Class of 2011**

Group	School	District	State
All Students	81.2	81.2	75.2
African American	78.4	78.4	59.7
American Indian or Alaska Native	79.7	79.7	68.3
Asian	91.6	91.6	89.7
Filipino	89.4	89.4	88.1
Hispanic or Latino	78.3	78.3	68.8
Pacific Islander	87.5	87.5	73.3
White (not Hispanic)	86.2	86.2	84.1
Socioeconomically Disadvantaged	76.9	76.9	68.6
English Learners	63.8	63.8	56.6
Students with Disabilities	64.3	64.3	57.7

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

Career Technical Education Programs

The Kern High School District's (KHSD) 18 comprehensive high schools, 6 continuation schools, career centers, Bakersfield Adult School, and Regional Occupation Center (ROC) offer career pathways as outlined by the California career technical education (CCTE) model curriculum standards in 15 industry sectors, groupings of interrelated occupations and broad industries.

The collaboration between KHSD's California Technical Education (CTE) programs and the local community college provide a coherent sequence of courses directly related to the academic and career technical preparation of all students for employment in current and emerging occupations. KHSD has long been a leader in CTE programs which have been recognized locally, nationally, and internationally.

The ROC offers 24 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 articulation with the Kern/South Tulare Collaborative has strengthened the CTE programs at the secondary and post-secondary levels. Twelve Academies through the California Department of Education (CDE) flourish at 9 comprehensive sites, providing graduates with real world CTE pathway experiences, state and/or career certification, and work opportunities immediately upon graduation.

VISTA CONTINUATION HIGH

Part XI

School Completion
and Postsecondary
Preparation

Follow up studies track the Carl Perkins CTE program completers with a near 90% graduation rate for student participants. The KHSD CTE Advisory Committee, representing a reflection of local business and industry partners, meets at least twice annually to make recommendations for program improvement, industry trends, training needs, and local industry demands for future employment.

CTE courses at KHSD comprehensive sites are increasing rapidly with an average of 41 current offerings. In addition, the District continues to add resources to further improve and expand CTE offerings.

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, Accounting, and Computer Applications 1 & 2.

We are also working on creating and implementing Career Essentials courses into the Master Schedule.

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.

The data provided in the table below represents the participation in Career Technical Education for all schools within the Kern High School District.

Measure	Participation
Number of pupils participating in CTE	15,610
Percent of pupils completing a CTE program and earning a high school diploma	85.47
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	81.00

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.

VHS is a continuation school, so students usually 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	12.00%
Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

VISTA CONTINUATION HIGH

Part XI

School Completion
and Postsecondary
Preparation**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.

VHS does not offer AP classes.

Subject	Number of AP Courses Offered	Percent of Students in AP Courses
Computer Science	0	n/a
English	0	n/a
Fine and Performing Arts	0	n/a
Foreign Language	0	n/a
Mathematics	0	n/a
Science	0	n/a
Social Science	0	n/a
All courses	0	0.00%

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 bi-monthly 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

- 2008-09: 3
- 2009-10: 3
- 2010-11: 3