



# Vista Continuation High School School

200 P Street • Bakersfield, CA 93304 • (661) 327-8561 • Grades

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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  
Cynthia Brakeman, Clerk Pro Tem  
Janice Graves, Member

#### District Administration

Bryon Schaefer, Ed.D.  
**Superintendent**  
Scott Cole, Ed.D.  
**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**

### School Description

The mission of Vista Continuation High School is to provide a safe, supportive, and challenging environment where students achieve their educational, vocational, and personal goals in a positive manner to prepare for life after high school.

Vista High School's Vision is:

- All students will achieve at high levels; academically, socially, and emotionally.
- All students will attend school on a daily basis to better meet their educational and social-emotional needs.
- All students who graduate from Vista High School will have the skills necessary to be productive members of society.
- All parents/guardians are welcomed and encouraged to participate in their students' educational experience through input and open communication to support academic achievement.

### WASC Accreditation History

Vista High School's (VHS) previous focus on learning self-study and WASC visit were in the school year 2014-2015. At that time, Vista received a 6 year accreditation with a mid-cycle 2 day visit. The visiting committee commended the school for providing excellent instructional services, bi-monthly collaboration meetings, our Orientation program, administration and counselor contact with our students, low staff to student ratio, highly caring and dedicated staff, innovative course offerings, and student enrichment opportunities that meet the needs of the majority of students at VHS. The action plan from VHS's WASC self-study continues to address many important areas for school improvement. The principal and site-based decision making committee revisit these areas each summer and fall in order to make annual plans for the allocation of school resources and efforts. During the March 2018 mid-cycle, the visiting committee was impressed with VHS's progress and left us with no recommendations, which is a very positive compliment. VHS's WASC Action Plan centered on the following areas of critical need:

1. Student attendance
2. CAHSEE ELA passage
3. CAHSEE Math passage
4. Encourage parent participation in student achievement
5. Develop a system for students and teachers to monitor, record, and achieve the SLOs.

Now that the California High School Exit Exam is no longer exists, the goals of Vista High School are as follows:

1. Students will demonstrate increased reading and comprehension level on the Renaissance Reading assessment.
2. Students will demonstrate increased math fluency and comprehension on the Renaissance Math assessment.
3. Students will work to improve daily attendance.
4. Vista Staff will continue to encourage parent participation to aid student achievement.
5. Develop a system for student and teachers to monitor, record, and achieve school-wide SLOs.

## 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 Grade Level	
Grade Level	Number of Students
Grade 10	1
Grade 11	102
Grade 12	182
<b>Total Enrollment</b>	<b>285</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	16.5
American Indian or Alaska Native	0.4
Asian	1.1
Filipino	0.0
Hispanic or Latino	71.9
Native Hawaiian or Pacific Islander	0.0
White	9.1
Socioeconomically Disadvantaged	91.2
English Learners	8.4
Students with Disabilities	2.5
Foster Youth	1.1

## 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			
Vista Continuation High School School	16-17	17-18	18-19
<b>With Full Credential</b>	15	16	19
<b>Without Full Credential</b>	1	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
Kern High School District	16-17	17-18	18-19
<b>With Full Credential</b>	♦	♦	1700
<b>Without Full Credential</b>	♦	♦	216
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	12

Teacher Misassignments and Vacant Teacher Positions at this School			
Vista Continuation High School	16-17	17-18	18-19
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	
<b>Vacant Teacher Positions</b>	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)

Textbooks and Instructional Materials Year and month in which data were collected: September 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	<p>Holt Literature &amp; Language Arts Third Course (Grade 9)                      Holt Literature &amp; Language Arts Fourth Course (Grade 10), 2003                      Holt Literature &amp; Language Arts Fifth Course (Grade 11), 2003                      Holt Literature &amp; 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</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Mathematics</b>	<p>Discovering Mathematics - Advanced Algebra/Kendall Hunt                      Adopted 2015</p> <p>The Practice of Statistics/Freeman                      Adopted 1999</p> <p>Pacemaker Algebra 1/Globe Fearon                      Adopted 2001</p> <p>Advanced Mathematical Concepts, Precalculus with Applications/Glencoe                      Adopted 2001</p> <p>Integrated Mathematics/McDougal-Littell                      Adopted 2002</p> <p>Discovering Algebra /Kendall Hunt                      Adopted 2015</p> <p>Discovering Geometry/Kendall Hunt                      Adopted 2015</p> <p>Mathematics with Business Applications/Glencoe                      Adopted 2007</p> <p>Single Variable Calculus/Brook &amp; Cole                      Adopted 1999</p> <p>Mathematics Concepts and Skills/McDougal-Littell                      Adopted 2001</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Science</b>	<p>Biology: The Dynamics of Life, Glencoe 2001</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>History-Social Science</b>	<p>The Americans California: Reconstruction to the 21st Century 2006 McDougal Littell, Economics in Our Times 1999 Revised edition - Thompson South-Western, West's American Government 2nd ed. 1999                      Glencoe/McGraw-Hill, Modern World History: Patterns of Interaction 2002 Houghton Mifflin, We the People-the Citizen and the Constitution 6th edition 1998 Center for Civic Education</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Foreign Language</b>	<p>N/A</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>

Textbooks and Instructional Materials Year and month in which data were collected: September 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Health	Holt Health 1999 Holt Rinehart & Winston The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	Art in Focus Glenco, 2011 Art Talk Glenco 2011 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A Percent of students lacking their own assigned textbook: 0

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

### School Facility Conditions and Planned Improvements (Most Recent Year)

Kern High School District (KHSD) facilities are maintained in a manner that assures safety, cleanliness, and functionality. KHSD Safety Inspectors and the Maintenance and Operations Department conduct annual inspections as determined pursuant to a Facility Inspection Tool (FIT) developed and approved by the State of California, Office of Public School Construction (OPSC). The FIT evaluates a school facilities' good repair status with ratings of "good", "fair", or "poor." The instrument does not require capital enhancements beyond the standards to which the facility was designed and constructed. Improvements come from the District Maintenance and Operations budget and the school's Principal's budget. The District participates in the State School Deferred Maintenance Program for major repair and replacement of existing school building components. Typically this includes roofing, plumbing, heating, air conditioning, electrical systems, interior and/or exterior painting and floor systems. Over the summer, Vista has new walkways laid and safety railing installed, to meet our safety standards. Our last FIT report yielded at 99.32% score, meaning our school ranking was "EXEMPLARY."

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/2017		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	100% rating on most recent FIT with no deficiencies noted for gas leaks, mech/hvac, sewer
<b>Interior:</b> Interior Surfaces	Good	100% Rating on FIT for interior surfaces; no items noted on most recent FIT.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	Room P 5- Light diffuser is missing Room P 8- Water stains in 2 light diffusers
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	87.50% rating from most recent FIT for restrooms, sinks/fountains OFC: "D" noted but not specified in FIT
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	100% rating on most recent FIT for fire safety / hazardous materials, with no deficiencies noted.
<b>Structural:</b> Structural Damage, Roofs	Good	100% rating on most recent FIT for structural damage and roofs, with no deficiencies noted.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	No external issues noted in most recent FIT.
<b>Overall Rating</b>	<b>Exemplary</b>	

## 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	0.0	1.0	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

\* 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	138	127	92.03	1.01
Male	75	69	92.00	0.00
Female	63	58	92.06	2.38
Black or African American	23	21	91.30	0.00
Hispanic or Latino	99	92	92.93	1.39
White	13	12	92.31	0.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	131	121	92.37	1.05
English Learners	38	37	97.37	0.00
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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	138	129	93.48	0
Male	75	71	94.67	0
Female	63	58	92.06	0
Black or African American	23	22	95.65	0
Hispanic or Latino	99	93	93.94	0
White	13	12	92.31	0
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	131	123	93.89	0
English Learners	38	37	97.37	0
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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)

Historically, Vista High School has a low parental involvement rate. Every new student must attend orientation with their parent/guardian. Parents and family members are invited to Back to School Night in the Fall. Invitations are made in person, in writing (quarterly newsletter), through the Black Board Messenger system; and by way of communication via students for participant with WASC, Model Continuation School, School Site Council, LCAP Meetings, CABA meetings, and conferences; most of time with little or no success. Parents and students have access to teachers, counselors, and administration via telephone, e-mail, and Synergy. Grades and attendance can also be accessed through ParentVue and StudentVue via Synergy, which the District's Student Information System.

### 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

Vista High School's Safety Plan is revised and review with staff annually. The last revision was September 4, 2018. VHS's plan encompasses the stats of the prior year's school data, Programs and Strategies to Provide School Safety, Child Abuse Reporting Procedures, Discrimination and Harassment Policies, Hate Crimes Procedures, and Disaster Procedures. Our staff is also trained on Alert, Run, Hide, Fight Procedures annually. It is the goal of the staff and faculty to ensure Vista High School is a safe and inviting place to learn and grow; educationally and soci-emotionally.

**Suspensions and Expulsions**

School	2015-16	2016-17	2017-18
Suspensions Rate	17.9	14.1	24.5
Expulsions Rate	0.2	0.2	0.5
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	2
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	shared
Social Worker	shared
Nurse	District
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	1
Other	1
Average Number of Students per Staff Member	
Academic Counselor	150

\* 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	8.0	10.0	10.0	29	26	26	4	4	7			
Mathematics	8.0	5.0	8.0	16	29	20	4		1			
Science	7.0	11.0	9.0	18	12	13		2	4			
Social Science	9.0	7.0	10.0	18	24	18	5	4	8			

\* 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 Kern High School District provides ongoing, subject-specific professional development (PD) to strengthen the instructional capacity of its teachers and build strong learning communities within the organization. Through the offices of Instruction and Instructional Services, 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.

Based on student literacy and math data, the district continues to focus on PD in literacy and numeracy. Teachers who teach Access, the district's literacy program, meet regularly to assess their students' learning and to ensure that they are effectively implementing the instructional practices defined by the course. The Teacher on Special Assignment (TOSA) who oversees the Access program often meets with a cohort of Access developers to review student progress in order to provide the next appropriate session of PD, which typically addresses the intervention needs of the students and the instructional performance of the teachers. Because the groups meet systematically and generally attend in site-based teams, trust has been cultivated so that teachers comfortably share their frustrations, as well as their successes. Based on various forms of feedback, teachers report feeling supported in their efforts to teach Access (students who read between the fourth and sixth grade levels) and Pre-Access (students who read below the fourth grade level). They also report a significant increase in their students' reading ability, some seeing as much as one year's growth in less than a year.

PD for Foundations, the district's math intervention course, is similarly constructed. The TOSA who oversees the district's math program meets with the Foundations teachers routinely to assess program effectiveness in relation to student growth. Adjustments to instructional practices and assessments are made based on these PD sessions. As the redesigned Foundations course uses a blended learning model to differentiate instruction, teachers also meet with Edmentum™ coaches to help them integrate the online learning component into their instructional routine. A (pilot) lesson-study training was also offered this year to a small group of Foundations teachers who wished to delve into their teaching practices at a comprehensive level. The sessions include peer observations, a noteworthy advancement to the district's PD offerings. One veteran teacher in the group commented that she realized she needed to "up her game" after completing the observation process. The district believes this model may enrich the learning process of all its teachers and further strengthen the professional learning community (PLC) protocol. As to the specific benefit of the math teachers, this model may improve math instruction, overall, so that more students complete algebra successfully and continue taking higher-level math throughout high school.

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 employs nine TOSAs in the department of Instructional Services: Literacy, English Language Arts, English Language Development, Math, Science, AVID, and two in the Kern High Induction Program (KHIP, formerly known as BTSA). Each TOSA works with his or her respective department, as well as each instruction director and the Associate Superintendent of Instruction, to provide testing and legislative updates and develop appropriate PD that addresses alignment of standards, effective assessment and intervention practices, and implementation of instructional routines that optimize student learning each day. In addition, TOSAs work with sites, as per teacher and/or administrator need. For example, TOSAs meet with individual teachers, PLCs, or provide whole-school trainings, such as trainings in the proper use of STAR Renaissance© for reading and math progress monitoring. TOSAs also meet with education and/or industry partners to develop their programs further and to ensure that current trends and skills are included in the instruction. For example, the science TOSA meets with local industry to develop externships during the summer. Last year, 17 science teachers participated in externships, working with AERA Energy and in the FabLab at California State University, Bakersfield, Chevron's sponsored science lab. Finally, TOSAs organize summer work for their subject matter. This work involves creating resources and/or providing additional trainings. The KHIP TOSAs, for example, provide specific trainings for new teachers.

[Note: The district does not currently have a TOSA for History-Social Science. The English Language Arts TOSA works with the History-Social Science facilitator to provide PD. This year, PD in the new framework was provided by the California History-Social Science Project through UC Davis and through the Stanford History Education Group.]

In addition to the instructional experts housed at the central office, 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.

The faculty and staff at VHS are encouraged to attend PD that will benefit their instruction and knowledge base, to benefit our at-risk student population.



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/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

Vista High School is in our fourth year of PBIS. We teach monthly lessons on expectations and a variety of positive characteristics, throughout the year. We have a FTE Intervention Specialists and shared School Social Worker who conduct groups and one-on-one counseling. Vista offers Migrant Services, Homeless assistance, Foster assistance, referrals Clinca Sierra Vista for mental health and medical services, referrals to local food banks, and coordinated 'wrap-around services' for Tier II & Tier III students (when applicable). Vista offers after school tutoring to all students that wish to participate in the following subjects: Math, English, Social Studies, and Science; provided by the Supplemental Educational Services (SES) fund. Additional studio art hours for Dual Enrollment are also made available, as needed.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Vista Continuation High School School	2014-15	2015-16	2016-17
Dropout Rate	42.9	33.8	39.0
Graduation Rate	41.8	45.5	37.7
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	161
% 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%

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$13,074	\$1,360	\$11,714	\$81,813
District	◆	◆	\$8,611	\$74,546
State	◆	◆	\$7,125	\$85,815
Percent Difference: School Site/District			30.5	6.2
Percent Difference: School Site/ State			-4.5	5.6

\* 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.

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	0.0
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	48.5	90.5	88.7
Black or African American	40.9	83.9	82.2
American Indian or Alaska Native	50.0	77.8	82.8
Asian	0.0	96.1	94.9
Filipino	0.0	98.3	93.5
Hispanic or Latino	50.4	90.7	86.5
Native Hawaiian/Pacific Islander	0.0	93.3	88.6
White	55.6	90.8	92.1
Two or More Races	0.0	93.3	91.2
Socioeconomically Disadvantaged	49.3	92.8	88.6
English Learners	31.6	63.5	56.7
Students with Disabilities	100.0	73.3	67.1
Foster Youth	75.0	90.1	74.1

### Career Technical Education Programs

The Kern High School District's (KHSD) 18 comprehensive high schools, 5 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.