

Vista Real Charter High

Corrine Manley

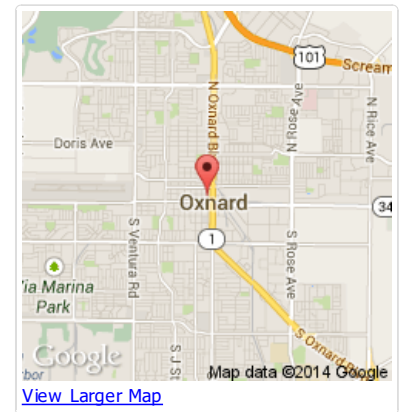
Principal, Vista Real Charter High

About Our School

Contact

401 South A St., Ste. 3
Oxnard, CA
93030-5278

Phone: 805-486-5449
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Data and Access

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the [California Department of Education \(CDE\) SARC Web page](#).
- 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](#) 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the [CDE API Web page](#).

About This School

Contact Information (School Year 2012-13)

| School | |
|--|--|
| School Name | Vista Real Charter High |
| Street | 401 South A St., Ste. 3 |
| City, State, Zip | Oxnard, Ca, 93030-5278 |
| Phone Number | 805-486-5449 |
| Principal | Corrine Manley |
| E-mail Address | cmanley@vrchs.org |
| County-District-School (CDS) Code | 56105610109900 |

| District | |
|----------------------------------|--|
| District Name | Ventura County Office of Education |
| Phone Number | (805) 383-1902 |
| Web Site | http://www.vcoe.org |
| Superintendent First Name | Stanley |
| Superintendent Last Name | Mantooth |
| E-mail Address | mantooth@vcoe.org |

Last updated: 12/5/2013

School Description and Mission Statement (School Year 2012-13)

Vista Real Charter High School opened its doors in September 2005. The mission of Vista Real Charter High School is to provide students seeking an alternative to the traditional high school setting with a quality education. Vista Real provides a personalized approach to learning that empowers students to take responsibility for their education and to graduate with the skills to become contributing members of society. Students are provided with a structured personalized learning program, uniquely created for the student, which enables students to experience success toward graduation. Vista Real Charter High School strives to assist students in the mastery of basic skills, to acclimate students to technology, and to develop interest in life-long learning, as they become responsible contributors to their community and society.

Vista Real Charter High School is a public charter organization that offers a personalized educational program for those students who need a personalized learning approach to meet academic needs. Typical students have stopped going to their comprehensive high school, have not graduated, have adult responsibilities, need to make up classes in order to attain class-level status, or have unique scheduling needs that complicate the completion of their compensatory educational requirement. Many students merely work more effectively in a personalized learning environment. Regardless of the reason, Vista Real Charter High School offers a uniquely structured academic program, rigorously guided by the California Subject Area Content Standards that provides a challenging yet highly individualized education for students.

Last updated: 1/3/2014

Opportunities for Parental Involvement (School Year 2012-13)

The Parent Advisory Committee ensures parental involvement in students' learning process. The Parent Advisory Committee consists of parents and Vista Real Charter High School Teachers/Staff. The Parent Advisory Committee provides advice and assistance in planning, developing, implementing and evaluating the School Program. All interested parents are invited to attend, and are notified via phone, email, school website and school fliers. Additionally, teachers refer parents for this committee that they believe would be positive contributors to work towards the goal of school improvement. The Parent Advisory Committee meets a maximum of four (4) times during the school year. In addition to this, parents are a vital resource for processes such as WASC accreditation. Parents are also invited and encouraged to attend the school's annual Open House as well as fundraising events and other informal and formal meetings throughout the school year.

Last updated: 1/17/2014

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.
- **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.

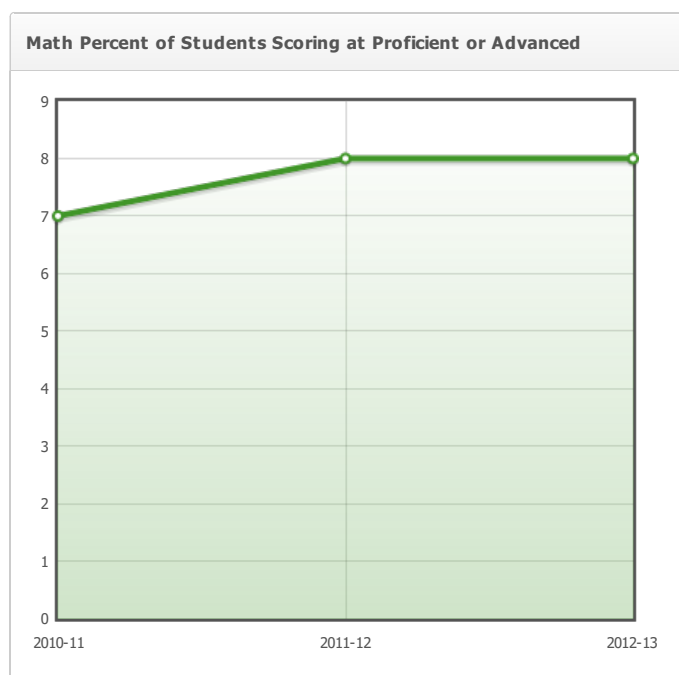
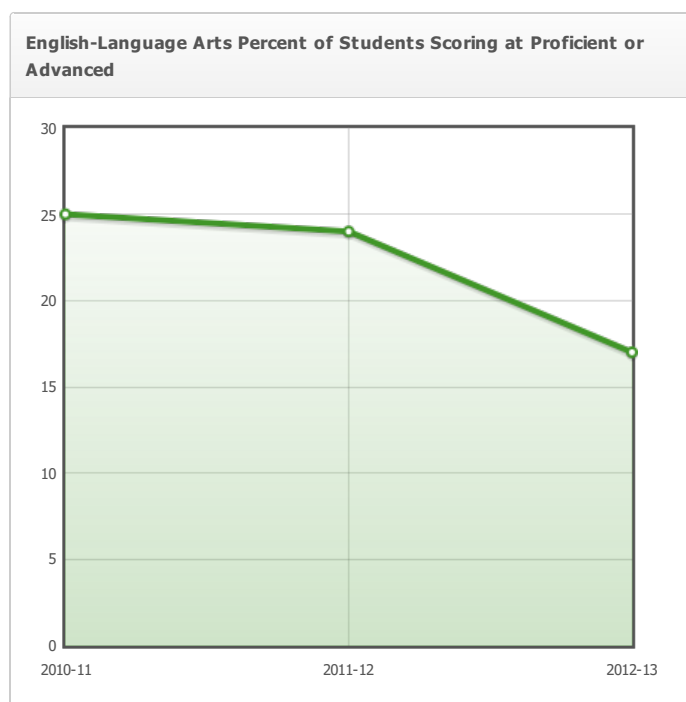
The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

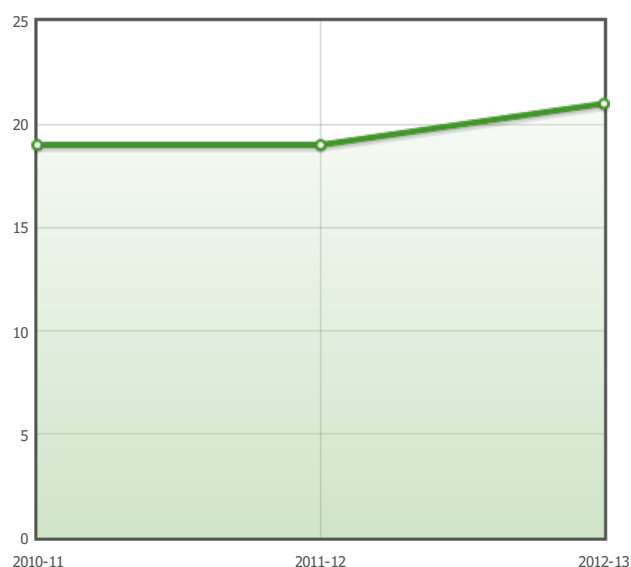
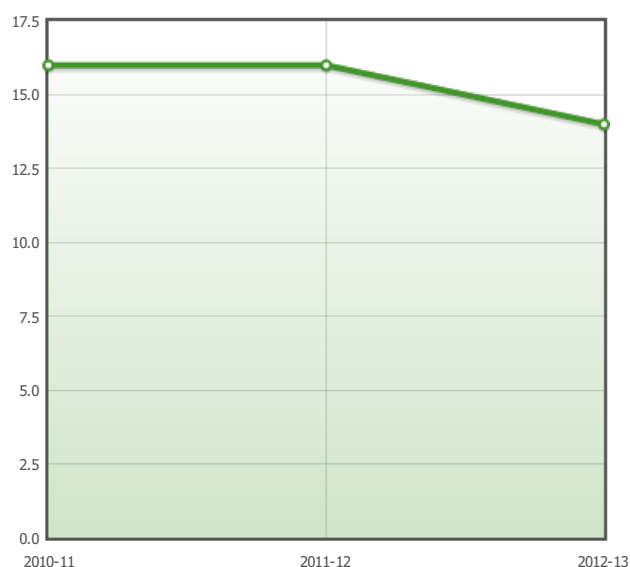
For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the [CDE STAR Results Web site](#).

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

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
|------------------------|--|---------|---------|----------|---------|---------|---------|---------|---------|
| | School | | | District | | | State | | |
| | 2010-11 | 2011-12 | 2012-13 | 2010-11 | 2011-12 | 2012-13 | 2010-11 | 2011-12 | 2012-13 |
| English-Language Arts | 25% | 24% | 17% | 49% | 54% | 50% | 54% | 56% | 55% |
| Mathematics | 7% | 8% | 8% | 42% | 45% | 45% | 49% | 50% | 50% |
| Science | 19% | 19% | 21% | 39% | 40% | 39% | 57% | 60% | 59% |
| History-Social Science | 16% | 16% | 14% | 19% | 20% | 19% | 48% | 49% | 49% |

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.



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

Last updated: 12/5/2013

Standardized Testing and Reporting Results by Student Group – Most Recent Year

| Group | Percent of Students Scoring at Proficient or Advanced | | | |
|---|---|-------------|---------|------------------------|
| | English-Language Arts | Mathematics | Science | History-Social Science |
| All Students in the LEA | 50% | 45% | 42% | 19% |
| All Students at the School | 17% | 8% | 21% | 14% |
| Male | 21% | 11% | 27% | 16% |
| Female | 14% | 5% | 16% | 13% |
| Black or 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 | 14% | 7% | 17% | 13% |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A |
| White | 26% | 10% | 34% | 20% |
| Two or More Races | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | 15% | 8% | 18% | 12% |
| English Learners | 4% | 4% | 6% | 6% |
| Students with Disabilities | 3% | N/A | N/A | 6% |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A |

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.

Last updated: 12/5/2013

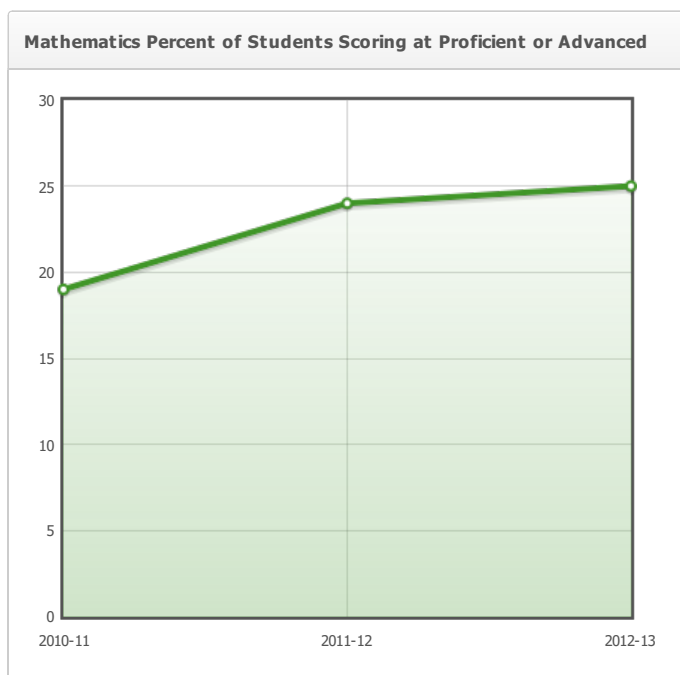
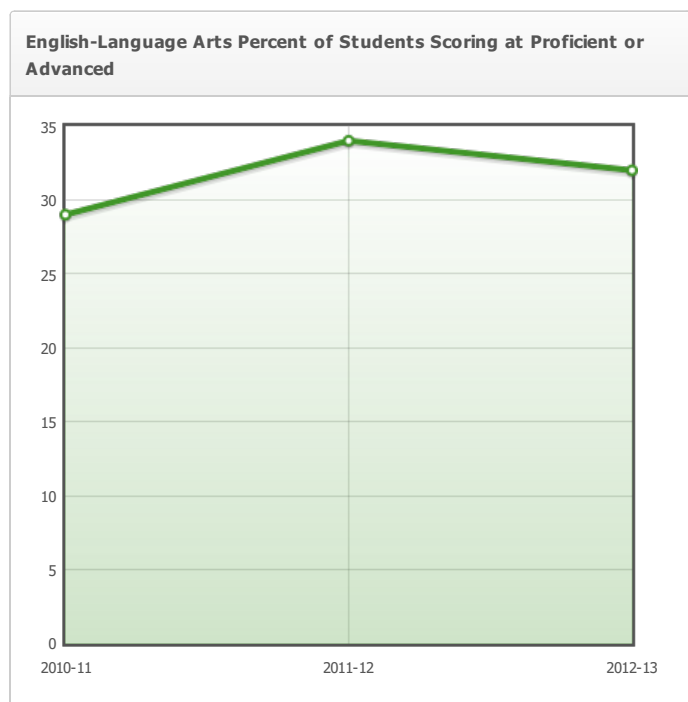
California High School Exit Examination Results for All Grade Ten Students –

Three-Year Comparison

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/>.

| Subject | Percent of Students Scoring at Proficient or Advanced | | | | | | | | |
|-----------------------|---|---------|---------|----------|---------|---------|---------|---------|---------|
| | School | | | District | | | State | | |
| | 2010-11 | 2011-12 | 2012-13 | 2010-11 | 2011-12 | 2012-13 | 2010-11 | 2011-12 | 2012-13 |
| English-Language Arts | 29% | 34% | 32% | 23% | 26% | 29% | 59% | 56% | 57% |
| Mathematics | 19% | 24% | 25% | 15% | 20% | 24% | 56% | 58% | 60% |

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.



Last updated: 12/5/2013

California High School Exit Examination Grade Ten Results by Student Group

| Group | English-Language Arts | | | Mathematics | | |
|---|-----------------------|------------|----------|----------------|------------|----------|
| | Not Proficient | Proficient | Advanced | Not Proficient | Proficient | Advanced |
| All Students in the LEA | 71% | 16% | 13% | 76% | 20% | 4% |
| All Students at the School | 68% | 20% | 13% | 75% | 22% | 3% |
| Male | 68% | 20% | 12% | 70% | 26% | 4% |
| Female | 67% | 20% | 13% | 81% | 18% | 1% |
| Black or 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 | N/A | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | 73% | 17% | 10% | 78% | 21% | 2% |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A |
| White | 43% | 34% | 23% | 66% | 29% | 6% |
| Two or More Races | N/A | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | 72% | 17% | 11% | 74% | 22% | 3% |
| English Learners | 97% | N/A | 3% | 90% | 10% | N/A |
| Students with Disabilities | 100% | N/A | N/A | 100% | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A | N/A |

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.

Last updated: 12/5/2013

California Physical Fitness Test Results (School Year 2012-13)

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](#).

| Grade level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 9 | 28.4% | 25.7% | 18.9% |

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.

Last updated: 12/5/2013

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](#).

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.

| API Rank | 2010-11 | 2011-12 | 2012-13 |
|-----------------|---------|---------|---------|
| Statewide | B | B | B |
| Similar Schools | B | B | B |

Last updated: 1/3/2014

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

| Group | Actual API Change 2010-11 | Actual API Change 2011-12 | Actual API Change 2012-13 |
|-------------------------------------|---------------------------|---------------------------|---------------------------|
| All Students at the School | 29 | 57 | -37 |
| Black or African American | | | |
| American Indian or Alaska Native | | | |
| Asian | | | |
| Filipino | | | |
| Hispanic or Latino | 27 | 69 | -46 |
| Native Hawaiian or Pacific Islander | | | |
| White | 23 | | |
| Two or More Races | | | |
| Socioeconomically Disadvantaged | 25 | 58 | -38 |
| English Learners | 42 | | |
| Students with Disabilities | | | |

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 12/5/2013

Academic Performance Index Growth by Student Group – 2012-13 Growth API

Comparison

This table displays, by student group, the number of students included in the API and the Growth API at the school, LEA, and state level.

| Group | Number of Students | School | Number of Students | LEA | Number of Students | State |
|-------------------------------------|--------------------|--------|--------------------|-----|--------------------|-------|
| All Students at the School | 220 | 650 | 42 | 516 | 4,655,989 | 790 |
| Black or African American | 2 | | 1 | | 296,463 | 708 |
| American Indian or Alaska Native | 3 | | 0 | | 30,394 | 743 |
| Asian | 3 | | 1 | | 406,527 | 906 |
| Filipino | 0 | | 0 | | 121,054 | 867 |
| Hispanic or Latino | 158 | 636 | 35 | 495 | 2,438,951 | 744 |
| Native Hawaiian or Pacific Islander | 0 | | 0 | | 25,351 | 774 |
| White | 52 | 692 | 4 | | 1,200,127 | 853 |
| Two or More Races | 2 | | 1 | | 125,025 | 824 |
| Socioeconomically Disadvantaged | 173 | 635 | 39 | 509 | 2,774,640 | 743 |
| English Learners | 62 | 618 | 19 | 493 | 1,482,316 | 721 |
| Students with Disabilities | 8 | | 11 | 485 | 527,476 | 615 |

Last updated: 12/5/2013

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

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 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](#).

| AYP Criteria | School | District |
|--|--------|----------|
| Made AYP Overall | No | No |
| Met Participation Rate - English-Language Arts | No | Yes |
| Met Participation Rate - Mathematics | No | Yes |
| Met Percent Proficient - English-Language Arts | No | No |
| Met Percent Proficient - Mathematics | No | No |
| Met API Criteria | No | N/A |
| Met Graduation Rate | No | No |

Last updated: 12/5/2013

Federal Intervention Program (School Year 2013-14)

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](#).

| Indicator | School | District |
|---|---------------|-----------------|
| Program Improvement Status | Not in PI | Not in PI |
| First Year of Program Improvement | | |
| Year in Program Improvement | | |
| Number of Schools Currently in Program Improvement | N/A | |
| Percent of Schools Currently in Program Improvement | N/A | 0.0% |

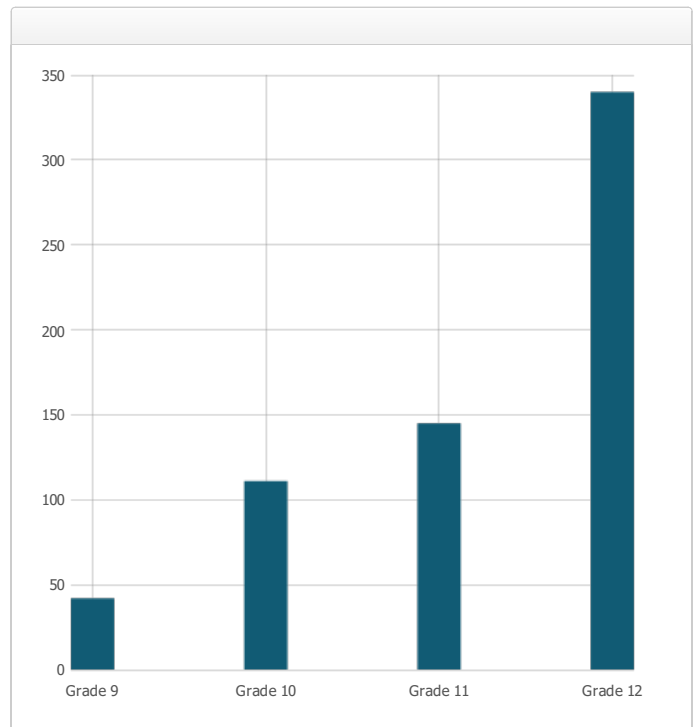
Note: Cells shaded in black or with N/A values do not require data.

Last updated: 12/5/2013

School Climate

Student Enrollment by Grade Level (School Year 2012-13)

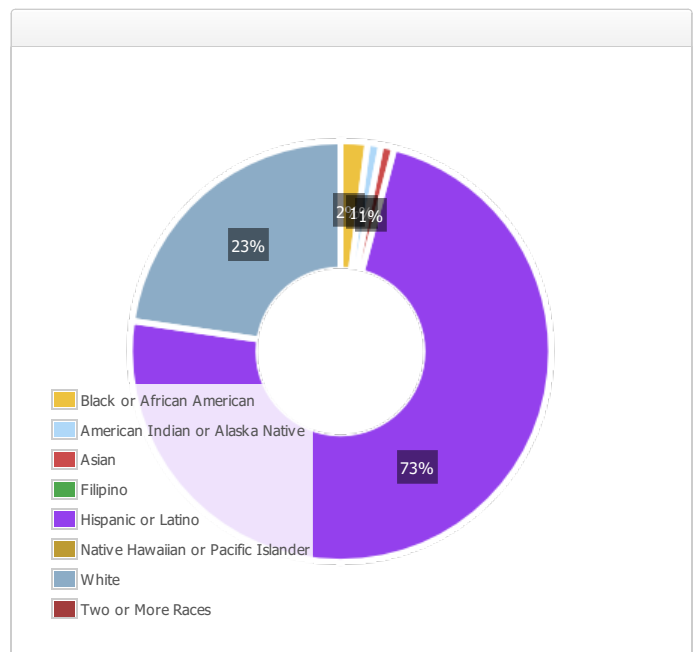
| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 9 | 42 |
| Grade 10 | 111 |
| Grade 11 | 145 |
| Grade 12 | 340 |
| Total Enrollment | 638 |



Last updated: 12/5/2013

Student Enrollment by Student Group (School Year 2012-13)

| Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 2.2 |
| American Indian or Alaska Native | 1.7 |
| Asian | 1.3 |
| Filipino | 0.0 |
| Hispanic or Latino | 71.6 |
| Native Hawaiian or Pacific Islander | 0.5 |
| White | 22.6 |
| Two or More Races | 0.0 |
| Socioeconomically Disadvantaged | 78.1 |
| English Learners | 30.7 |
| Students with Disabilities | 8.5 |



Last updated: 12/5/2013

Average Class Size and Class Size Distribution (Secondary)

| 2010-11 | 2011-12 | 2012-13 |
|---------------------|---------------------|---------------------|
| Number of Classes * | Number of Classes * | Number of Classes * |

| Subject | Average Class Size | 1-22 | 23-32 | 33+ | Average Class Size | 1-22 | 23-32 | 33+ | Average Class Size | 1-22 | 23-32 | 33+ |
|----------------|--------------------|------|-------|-----|--------------------|------|-------|-----|--------------------|------|-------|-----|
| English | | | | | | | | | | | | |
| Mathematics | | | | | | | | | | | | |
| Science | | | | | | | | | | | | |
| Social Science | | | | | | | | | | | | |

* 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.

Last updated: 1/3/2014

School Safety Plan (School Year 2012-13)

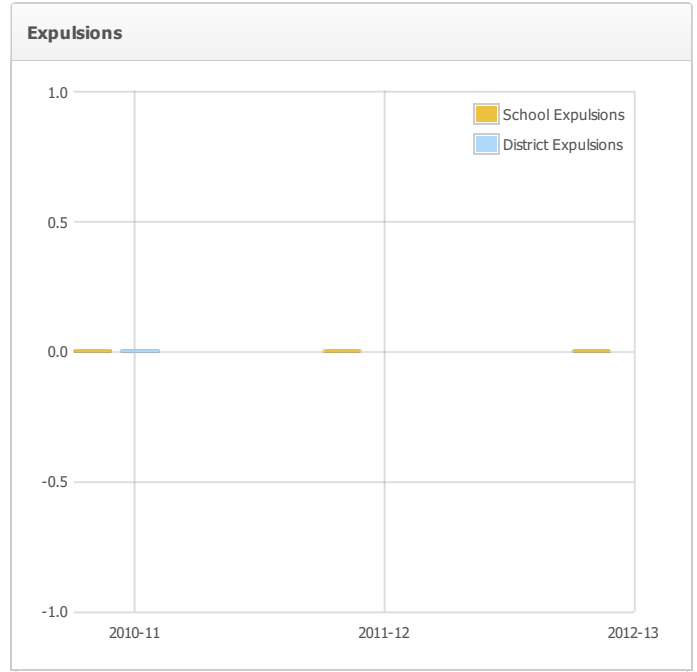
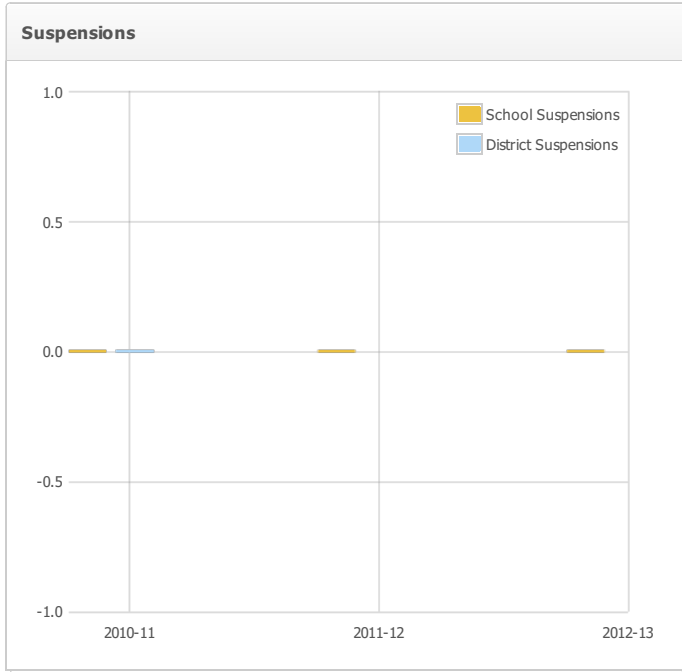
The safety of our students and staff is a high priority at Vista Real Public Charter. Vista Real is linked directly to Ventura County Office of Education and the Oxnard Police Department. We are part of a safety zone that is patrolled daily by a police officer assigned specifically to an area of the city. The downtown merchants' safety officers also patrol around Vista Real. In addition to this daily support, a private security company monitors Vista Real. The staff meets regularly to discuss safety issues and to take steps to be pro-active in preventing various types of school-related safety issues. On an on-going basis, officers from the local police departments conduct presentations including: gang awareness, school evacuation procedures, etc. Our safety plan is evaluated on a yearly basis. Vista Real also provides a Preparedness Policy handbook for all staff members. This handbook is readily available on each staff desk or area. The handbook gives descriptive guidelines on what to do in an emergency situation such as medical and first aid, fire, earthquakes, gas leaks, bomb threats, explosions and violent or criminal behavior.

Last updated: 1/3/2014

Suspensions and Expulsions

| Rate * | School | | | District | | |
|-------------|---------|---------|---------|----------|---------|---------|
| | 2010-11 | 2011-12 | 2012-13 | 2010-11 | 2011-12 | 2012-13 |
| Suspensions | 0.00 | 0.01 | 0.00 | | | |
| Expulsions | 0.00 | 0.00 | 0.00 | | | |

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.



Last updated: 1/3/2014

School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

Vista Real Charter High School currently operates five resource centers in Ventura County, the main center in Oxnard and four satellite centers in Santa Paula, Ventura, Simi Valley, and inside the Boys and Girls Club in Oxnard. Our schools have the feel of a friendly business office. The Oxnard campus is located in 9500 square feet of the historic Woolworth Building, adjacent to the transportation center, in downtown Oxnard. Our Santa Paula campus is conveniently positioned in a 3400 square foot historical building on 8th Street. Our Ventura campus is 3500 square feet and is located directly across from Ventura Community College. Our Simi Valley resource center is centrally located in a popular shopping center and is 6100 square feet. We also lease out 2200 square feet of space from the local Boys and Girls Club, so our students can access all of the rich programs the Boys and Girls Club has to offer. Each facility has a computer lab, student work area, teacher stations, and restrooms that are maintained on a daily basis.

At all campuses, students and parent/guardians are required to review and sign an understanding of the rules, policies and procedures of Vista Real Charter High School. This signed acknowledgement page remains in the student's folder.

Last updated: 1/3/2014

School Facility Good Repair Status (School Year 2013-14)

| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
|--|---------------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | Good | |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | |

Overall Facility Rate (School Year 2012-13)

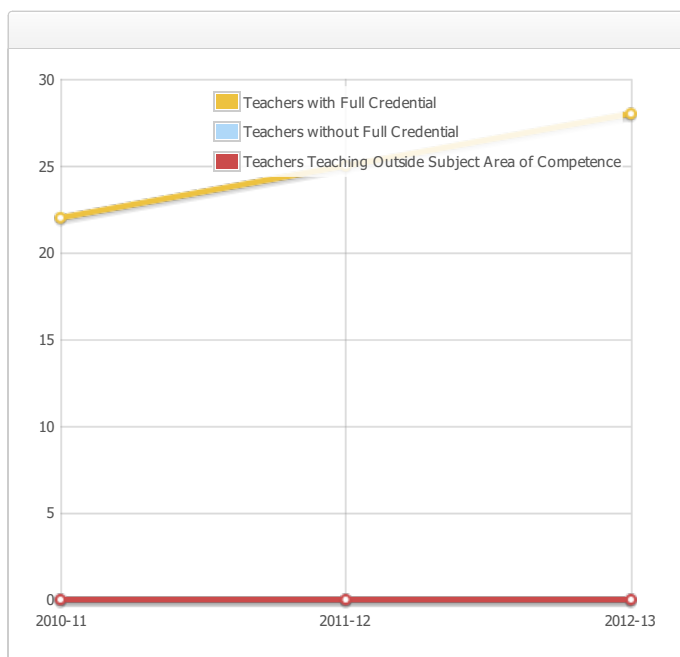
| | |
|----------------|------|
| Overall Rating | Good |
|----------------|------|

Last updated: 1/3/2014

Teachers

Teacher Credentials

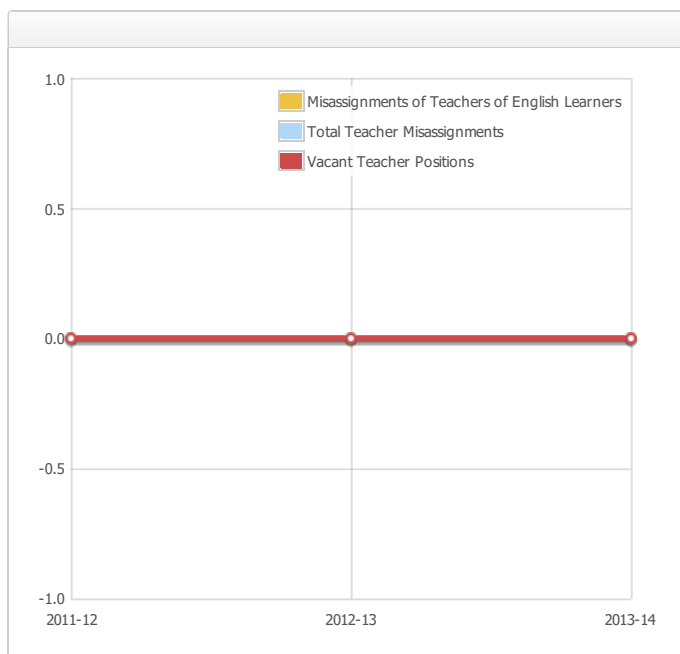
| Teachers | School | | | District |
|---|---------|---------|---------|----------|
| | 2010-11 | 2011-12 | 2012-13 | 2012-13 |
| With Full Credential | 22 | 25 | 28 | |
| Without Full Credential | 0 | 0 | 0 | |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | |



Last updated: 1/6/2014

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2011-12 | 2012-13 | 2013-14 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/3/2014

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13) -

The federal ESEA, also known as 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](#).

| Location of Classes | Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers | Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers |
|----------------------------------|---|---|
| This School | 100 | 0 |
| All Schools in District | 100 | 0 |
| High-Poverty Schools in District | 100 | 0 |
| Low-Poverty Schools in District | 0 | 0 |

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/3/2014

Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

| Title | Number of FTE* Assigned to School | Average Number of Students per Academic Counselor |
|---|--|--|
| Academic Counselor | 1.0 | |
| Counselor (Social/Behavioral or Career Development) | 0.2 | N/A |
| Library Media Teacher (librarian) | | N/A |
| Library Media Services Staff (paraprofessional) | | N/A |
| Psychologist | 0.3 | N/A |
| Social Worker | | N/A |
| Nurse | 0.1 | N/A |
| Speech/Language/Hearing Specialist | 0.1 | N/A |
| Resource Specialist (non-teaching) | | N/A |
| Other | | N/A |

Note: Cells shaded in black or with N/A values do not require data.

* 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.

Last updated: 1/22/2014

Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (Fiscal Year 2013-14)

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 instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: January 2014

| Core Curriculum Area | Textbooks and instructional materials | From most recent adoption? | Percent students lacking own assigned copy |
|-----------------------|--|----------------------------|--|
| Reading/Language Arts | Holt Literature & Language Arts 3rd Course | Yes | 0.0 |
| | Holt Literature & Language Arts 3rd Course Handbook | | |
| | Holt Literature & Language Arts 3rd Course Interactive Reading | | |
| | Holt Literature & Language Arts 4th Course | | |
| | Holt Literature & Language Arts 4th Course Handbook | | |
| | Holt Literature & Language Arts 4th Course Interactive Reading | | |
| | Holt Literature & Language Arts 5th Course | | |
| | Holt Literature & Language Arts 5th Course Handbook | | |
| | Holt Literature & Language Arts 5th Course Interactive Reading | | |
| | Holt Literature & Language Arts 6th Course | | |
| | Holt Literature & Language Arts 6th Course Handbook | | |
| | Holt Literature & Language Arts 6th Course Interactive Reading | | |
| | <i>The House on Mango Street</i> | | |
| | <i>Night</i> | | |
| | <i>The Great Gatsby</i> | | |
| | <i>The Old Man and the Sea</i> | | |
| | <i>Of Mice and Men</i> | | |
| | <i>Hiroshima</i> | | |
| | <i>Frankenstein</i> | | |
| | <i>1984</i> | | |
| | Scolastic Read 180 program | | |
| | AGS Exploring Literature | | |
| | AGS English for the World of Work | | |
| | Amsco Vocabulary for the College-Bound Student | | |
| | Amsco Vocabulary for the High School Student | | |
| | Write Source Writers Express | | |
| | Write Source Writers Inc. | | |
| | Steck-Vaughn Career Ready - Reading for Information | | |
| | Steck-Vaughn Career Ready - Business Writing | | |
| | Steck-Vaughn Career Ready - Locating Information | | |

| | | | |
|--|--|-----|-----|
| Mathematics | <p>Pearson/Prentice Hall Pre-Algebra</p> <p>Pearson/Prentice Hall Pre-Algebra Practice Book</p> <p>Pearson/Prentice Hall Algebra I</p> <p>Pearson/Prentice Hall Algebra I Practice Book</p> <p>Pearson/Prentice Hall Geometry</p> <p>Pearson/Prentice Hall Geometry Guided Practice Workbook</p> <p>McDougal Littell Algebra & Trigonometry Structure & Method Book 2</p> <p>Pearson Practical Mathematics for Consumers</p> <p>AGS Basic Math Skills</p> <p>AGS Pre-Algebra</p> <p>AGS Math for the World of Work</p> | Yes | 0.0 |
| Science | <p>Pearson/Prentice Hall Earth Science</p> <p>Pearson/Prentice Hall Earth Science Lab Manual</p> <p>Pearson/Prentice Hall Earth Science Workbook</p> <p>Pearson/Prentice Hall Biology</p> <p>Pearson/Prentice Hall Biology Lab Manual</p> <p>Pearson/Prentice Hall Chemistry</p> <p>Pearson/Prentice Hall Small Scale Lab Manual</p> | Yes | 0.0 |
| History-Social Science | <p>Prentice Hall World History - The Modern World</p> <p>Holt American Anthem - Modern American History</p> <p>Pearson/Prentice Hall American Government</p> <p>Pearson/Prentice Hall Economics - Principles in Action</p> | Yes | 0.0 |
| Foreign Language | <p>Glencoe Buen Viaje Spanish 1</p> <p>Glencoe Buen Viaje Spanish 1 Workbook with audio CD</p> | Yes | 0.0 |
| Health | <p>AGS Life Skills Health</p> | Yes | 0.0 |
| Visual and Performing Arts | <p>Glencoe Understanding Art</p> | Yes | 0.0 |
| Science Laboratory Equipment (grades 9-12) | <p>Pearson/Prentice Hall Biology Lab Manual</p> <p>Pearson/Prentice Hall Biology Virtual Lab CD</p> | Yes | 0.0 |

Last updated: 1/10/2014

School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental / Restricted) | Expenditures Per Pupil (Basic / Unrestricted) | Average Teacher Salary |
|---|------------------------------|--|---|------------------------|
| School Site | \$7,867 | \$701 | \$7,166 | \$59,071 |
| District | N/A | N/A | \$7,726 | \$64,619 |
| Percent Difference – School Site and District | N/A | N/A | -7.25% | -8.59% |
| State | N/A | N/A | \$5,537 | N/A |
| Percent Difference – School Site and State | N/A | N/A | 29.42% | N/A |

Note: Cells shaded in black or with N/A values do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE [Current Expense of Education & Per-pupil Spending Web page](#). For information on teacher salaries for all districts in California, see the CDE [Certificated Salaries & Benefits Web page](#). To look up expenditures and salaries for a specific school district, see the [Ed-Data Web site](#).

Last updated: 1/29/2014

Types of Services Funded (Fiscal Year 2012-13)

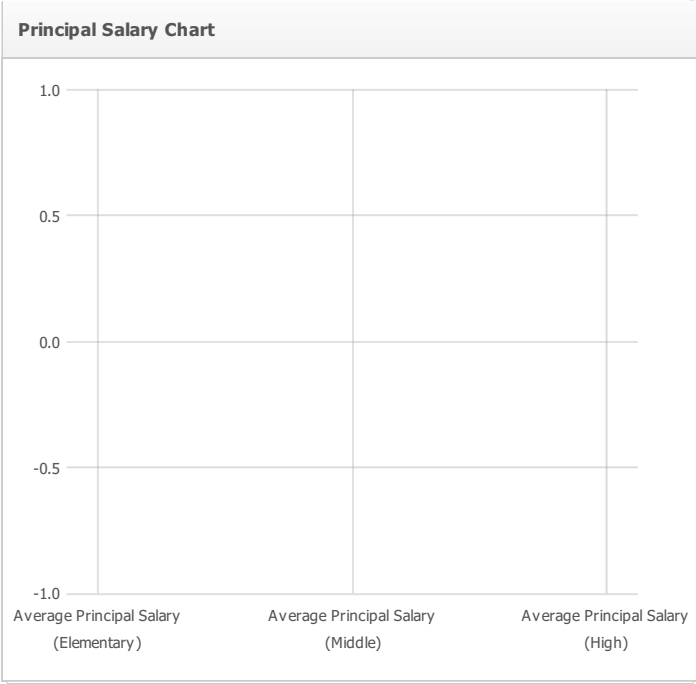
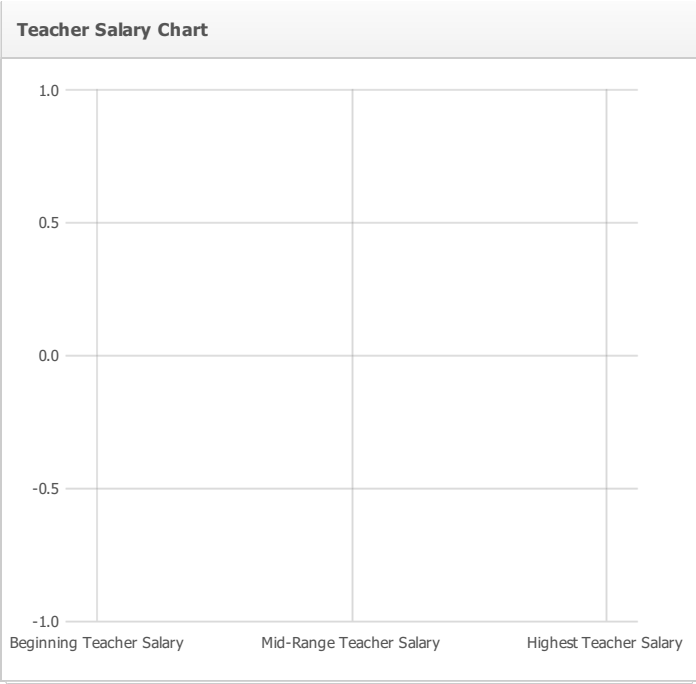
Vista Real does not accept categorical funding. Title II Part A is used for our staff development only. Title III-LEP funds are used to assist students that have limited English proficiency. ARRA (Ed Jobs) funding was used to retain teachers' positions. Special Education programs for SELPA, students with special needs.

Last updated: 1/29/2014

Teacher and Administrative Salaries (Fiscal Year 2011-12)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | N/A | N/A |
| Mid-Range Teacher Salary | N/A | N/A |
| Highest Teacher Salary | N/A | N/A |
| Average Principal Salary (Elementary) | N/A | N/A |
| Average Principal Salary (Middle) | N/A | N/A |
| Average Principal Salary (High) | N/A | N/A |
| Superintendent Salary | N/A | N/A |
| Percent of Budget for Teacher Salaries | % | % |
| Percent of Budget for Administrative Salaries | % | % |

For detailed information on salaries, see the CDE [Certificated Salaries & Benefits Web page](#).



Last updated: 1/29/2014

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](#).

California State University

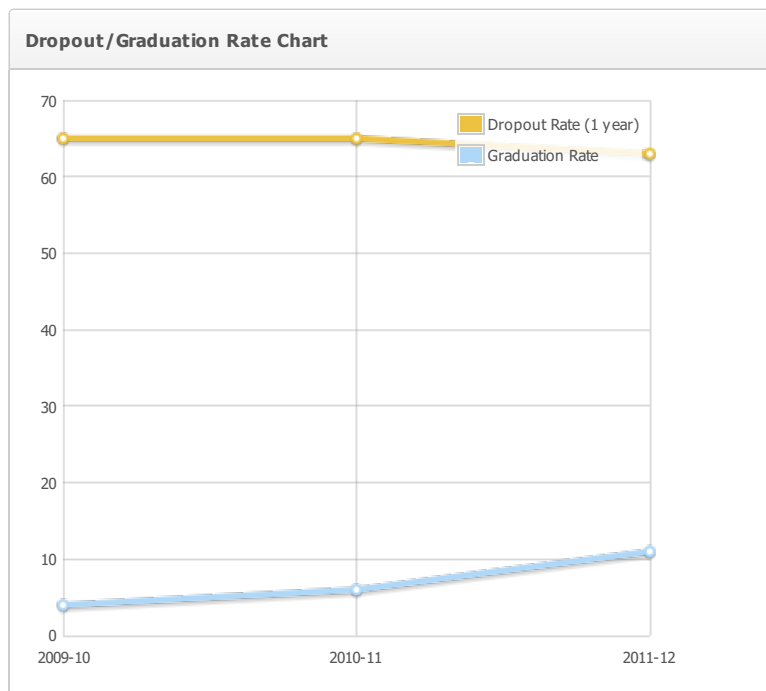
Eligibility for admission to the California State University (CSU) is determined by three factors:

- 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](#).

Dropout Rate and Graduation Rate

| Indicator | School | | | District | | | State | | |
|-----------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2009-10 | 2010-11 | 2011-12 | 2009-10 | 2010-11 | 2011-12 | 2009-10 | 2010-11 | 2011-12 |
| Dropout Rate | 65.6 | 65.0 | 63.3 | 13.2 | 11.7 | 10.8 | 16.6 | 14.7 | 13.1 |
| Graduation Rate | 4.91 | 6.36 | 11.32 | 79.16 | 81.54 | 82.68 | 74.72 | 77.14 | 78.73 |



Last updated: 1/17/2014

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2011-12 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.

| Group | Graduating Class of 2012 | | |
|-------------------------------------|--------------------------|----------|---------|
| | School | District | State |
| All Students | 110 | 157 | 418,598 |
| Black or African American | 1 | 2 | 28,078 |
| American Indian or Alaska Native | 2 | 2 | 3,123 |
| Asian | 1 | 1 | 41,700 |
| Filipino | | | 12,745 |
| Hispanic or Latino | 77 | 102 | 193,516 |
| Native Hawaiian or Pacific Islander | | 1 | 2,585 |
| White | 29 | 49 | 127,801 |
| Two or More Races | | | 6,790 |
| Socioeconomically Disadvantaged | 8 | 21 | 217,915 |
| English Learners | 24 | 36 | 93,297 |
| Students with Disabilities | 81 | 114 | 31,683 |

Note: "N/D" means that no data were available to the CDE or LEA to report.

Last updated: 1/3/2014

Career Technical Education Programs (School Year 2012-13)

Vista Real's career technical education program, called General Work Experience Education (WEE), is designed to help students earn elective credits while developing job skills and learning about career opportunities. The program, which follows the state's Work Experience Education framework and content standards, was developed with guidance from the California Association of Work Experience Educators (CAWEE) and the Work Experience Education Resource and Assistance Network (WEERAN). Students in the WEE program can earn five elective credits over an 18-week period, up to a 40-credit maximum, while attending Vista Real. Participating students who are minors are allowed to work up to 48 hours per week. Vista Real requires that the supervising teacher determine if the student is eligible or ready to participate in the program. To qualify, the student must be at least 16 years old, be currently enrolled in the school, work no more than 40 miles from campus, attend school regularly, demonstrate acceptable grades and citizenship, sufficiently complete and return all academic and course assignments and have passed the CAHSEE or be enrolled in the CAHSEE tutorial program.

Last updated: 1/6/2014

Career Technical Education Participation (School Year 2012-13)

| Measure | CTE Program Participation |
|--|---------------------------|
| Number of pupils participating in CTE | 143 |
| Percent of pupils completing a CTE program and earning a high school diploma | 82.0 |
| Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education | 0.0 |

Last updated: 1/27/2014

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

| UC/CSU Course Measure | Percent |
|---|----------------|
| 2012-13 Students Enrolled in Courses Required for UC/CSU Admission | 35.0 |
| 2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission | 0.0 |

Last updated: 1/3/2014

Advanced Placement Courses (School Year 2012-13)

| 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 | 0.0 |

Note: Cells shaded in black or with N/A values do not require data.

*Where there are student course enrollments.

Last updated: 1/3/2014

Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

A minimum of five full days throughout the year are dedicated to professional development, in addition to support programs such as BTSA. Most professional development is done at VRCHS, but we also rely on Ventura County Office of Education for enrichment. The effect of professional development on student achievement is of great importance and gives strong impetus to the growth of instructional support in future curriculum development. As a result of student successes, more planning time will continue to be sought to provide teachers support in testing and assessments, instructional resource use, curricular development and technology, as well as workshops on the Let's Go Learn online assessment program that helps to track, assess, and improve student performance in core level courses.

Much of the growth of the school has necessitated staff development in areas that deal with student attendance, academic progress, instructional strategies for English Language Learners, and curriculum development. Emphasis has been placed on pre and post standardized student assessment results to better align curriculum and instructional strategies with the state adopted standards. Additionally, more dedicated planning will be devoted to developing professional learning communities to develop enhanced instructional strategies as well as more effective intervention programs.

Last updated: 1/22/2014