



# Vista Real Charter High School

## 2019-2020 School Accountability Report Card

Published in the 2020-2021 School Year

### SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC) by February 1st of each year. 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 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 a 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 webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lcl/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### California School Dashboard

The California School Dashboard (Dashboard) reflects California's new accountability and continuous improvement system and provides information about how districts and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of districts, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. Senate Bill 98 suspended the reporting of state and local indicators on the 2020 California School Dashboard and only limited data and information will be posted for the 2020-21 school year. The Dashboard can be accessed at <https://www.caschooldashboard.org>.

### School Mission Statement

Vista Real's mission is to provide students seeking an alternative school setting with a personalized approach to learning that empowers them to take responsibility for their education and to graduate with the skills they need to become responsible citizens and lifelong learners.

In order to carry out this mission, Vista Real strives to equip the surrounding area students with the educational skills necessary in the 21st century – the ability to read, write, speak, and calculate with clarity and precision and the ability to participate intelligently and responsibly in a global society. Vista Real offers alternative choices through site-based learning, independent study, and distance learning to enable students to acquire the knowledge necessary to make a difference in their lives.

Vista Real provides a diverse, student-centered environment in which all students are held to high academic and behavioral standards. Students work in collaborative relationships, both within and outside the school, and perform service to the community. Through a personalized learning approach to education, the school strives to develop students who are competent, self-motivated, lifelong learners. In order to accomplish this, Vista Real emphasizes increased parental involvement, one-on-one teacher and student interaction, attention to differences in learning styles, student-driven participation in developing their learning plans, technology access, varied learning environments, teacher and parent development programs, and choices in academic programs.

Vista Real places a strong emphasis on parental involvement within the learning process. Parents are viewed as an essential link in improving education; therefore, parents are encouraged to take part in their children's education through frequent communication with the teachers, participation in school related functions, and attendance in school sponsored parent workshops. By providing a vehicle for meaningful parental involvement, Vista Real strives to bridge the gap between school and home. It is the hope of Vista Real that students will observe first-hand their parents and teachers working together to make a difference in their education and future.

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## School Profile (School Year 2020-21)

Vista Real is a public charter school that offers a personalized educational program for high school students who seek a program that allows them the flexibility to earn their diploma at their own pace. Typical students are those who may have adult responsibilities such as work or caring for siblings. Many students are teen parents who need additional flexibility to complete their graduation requirements through independent study. Students attend Vista Real because instruction is personalized and the social demands of a typical high school campus are significantly decreased. Regardless of the reason, Vista Real offers a uniquely structured academic program that addresses Common Core State Standards and is WASC approved.

## School Enrollment

The charts display school enrollment broken down by grade or student group.

### Enrollment Trend by Grade Level

	2017-18	2018-19	2019-20
9th	276	325	439
10th	309	377	469
11th	280	303	352
12th	161	130	134
Total	1,026	1,135	1,394

### Enrollment by Student Group

2019-20

	Percentage
Black or African American	1.3
American Indian or Alaska Native	0.6
Asian	0.3
Filipino	0.4
Hispanic or Latino	74.6
Native Hawaiian or Pacific Islander	0.1
White	20.2
Two or More Races	2.2
EL Students	11.2
Socioeconomically Disadvantaged	75.5
Students with Disabilities	19.2
Foster Youth	2.4
Homeless	7.3

## Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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
- School facilities are maintained in good repair

## Teacher Assignment

The school recruits and employs qualified credentialed teachers who meet all credential requirements in accordance with State of California guidelines. This chart displays information about teacher credentials at the school.

*Note: As an independent charter school, the school's program, resources, and administration are run independently from the host district, so there is no district data to report for comparison in this section.*

### Teacher Credential Status

	School		
	18-19	19-20	20-21
Fully Credentialed	42	67	80
Without Full Credentials	0	8	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0

## Teacher Misassignments & Vacancies

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

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

### Misassignments/Vacancies

	18-19	19-20	20-21
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	0	1	2

## School Facilities (School Year 2020-21)

Vista Real Charter High School currently operates six resource centers in Ventura County, the main center in Oxnard and five satellite centers in Camarillo, Santa Paula, Simi Valley, Ventura and Port Hueneme.

Our six campuses each have their own unique characteristics, both in the facility and the neighborhoods surrounding it. The Oxnard campus is located in 9,500 square feet of the historic Woolworth Building, adjacent to the transportation center, in downtown Oxnard. Our Santa Paula campus is conveniently positioned in a 3,400 square foot historical building on 8th Street. Our Ventura campus is 3,500 square feet and is located directly across from Ventura Community College. Our center in Simi Valley is 6,150 square feet and located in a central shopping center. Our Camarillo site is uniquely located in the Ventura County Community Foundation non-profit center and shares a building with leading non-profits in Ventura County, providing plenty of opportunities for students to gain access to valuable resources offered by the community. Additionally, we have a site in Port Hueneme which is located in an easily accessible shopping center within walking distance to shopping, schools, community resources and residential areas.

Each facility has classrooms, a computer lab, student work area, teacher stations, and restrooms that are maintained on a daily basis. At all learning centers, students and parents/guardians are required to review and sign an understanding of the rules, policies and procedures of Vista Real Charter High School. This signed acknowledgment page remains in the student's folder.

The chart displays the results of the most recent facilities inspection at the school. Facilities information was collected in January 2021.

School Facility Conditions				
Date of Last Inspection: 12/20/2020				
Overall Summary of School Facility Conditions: Exemplary				
Data Collected: January, 2021				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

### Textbooks & Instructional Materials (School Year 2020-21)

The school determined that each student has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*.

All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects, health, foreign languages, and visual and performing arts for use in at school and to take home.

The table displays information collected in January 2021 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
9th	Algebra I	Houghton Mifflin/Harcourt	2016	Yes	0.0%
11th	Algebra II	Houghton Mifflin/Harcourt	2016	Yes	0.0%
9th	Earth Science	Prentice Hall	2006	Yes	0.0%
12th	Economics	McGraw-Hill	2018	Yes	0.0%
9th-12th	English/Language Arts	Houghton Mifflin/Harcourt	2014	Yes	0.0%
9th-10th	Foreign Language	Glencoe	2005	Yes	0.0%
10th	Geometry	Prentice Hall	2007	Yes	0.0%
10th-12th	Health	Pearson	2006	Yes	0.0%
9th-10th	Integrated Science I	Houghton Mifflin/Harcourt	2012	Yes	0.0%
11th-12th	Integrated Science II	Houghton Mifflin/Harcourt	2012	Yes	0.0%
9th-10th	Earth Science	Houghton Mifflin/Harcourt	2012	Yes	0.0%
9th-10th	Physics	Houghton Mifflin/Harcourt	2012	Yes	0.0%
10th	Biology	Houghton Mifflin/Harcourt	2012	Yes	0.0%
11th	Chemistry	Houghton Mifflin/Harcourt	2012	Yes	0.0%
12th	United States Government	McGraw-Hill	2018	Yes	0.0%
11th	United States History	Houghton Mifflin	2014	Yes	0.0%
9th	World Geography	Pearson	2013	Yes	0.0%
10th	World History	Houghton Mifflin	2014	Yes	0.0%

# 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

## California Assessment of Student Performance and Progress (CAASPP)

The California Assessment of Student Performance and Progress (CAASPP) includes computer-based and paper-pencil assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades three through eight and eleven. There is also an optional Standards-based Test in Spanish (STS) for Reading/Language Arts (RLA). Additionally, the new California Science Test (CAST) based on the Next Generation Science Standards for California Public Schools (CA NGSS) was first administered operationally in the 2018–2019 school year.

The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student's academic performance in ELA/Literacy and mathematics. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student's academic achievement, including such measures as District assessments, classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

Due to the COVID-19 pandemic, Executive Order N-30-20 was issued in the spring of 2020. This order waived the requirement for statewide academic testing of Mathematics, English Language Arts, and Science for the 2019–2020 school year. The most current data available to report is from the 2018-19 school year and is reflected in the tables.

The first table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11), Mathematics (grades 3-8 and 11), and Science (Grades 5, 8, and high school).

	2017	2018	2019	2017	2018	2019
English Language Arts/Literacy (Grades 3-8 and 11)	28	26	27	48	50	50
Mathematics (Grades 3-8 and 11)	5	4	3	37	38	39
Science (Grades 5, 8, and 10)	--	--	8.33	--	--	29

The second table displays information on overall student achievement of the school by subject for student groups with all grade levels combined.

California Assessment of Student Performance and Progress									
Student Groups	Total Enrollment	Number Tested	English-Language Arts			Mathematics			
			Percent Tested	Percent Not Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded CA Standard
All Students	335	309	92.24	7.76	27.18	311	92.01	7.99	3.22
Male	151	136	90.07	9.93	22.79	135	89.40	10.60	1.48
Female	184	173	94.02	5.98	30.64	176	94.12	5.88	4.55
Hispanic or Latino	250	231	92.40	7.60	25.11	233	92.09	7.91	1.72
White	64	62	96.88	3.12	37.1	62	96.88	3.12	8.06
Two or More Races	11	8	72.73	27.27	12.5	8	72.73	27.27	0
Socioeconomically Disadvantaged	248	226	91.13	8.87	24.78	228	90.84	9.16	2.63
English Learners	71	64	90.14	9.86	9.38	64	90.14	9.86	0
Students with Disabilities	49	45	91.84	8.16	8.89	46	92.00	8.00	0
Homeless	23	19	82.61	17.39	15.79	19	82.61	17.39	5.26

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the California Alternate Assessment. 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 on the CAAs divided by the total number of students who participated in both assessments.

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. The achievement level percentages are calculated using only students who received scores.

## UC/CSU Course Completion

Students are encouraged to take University of California/California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a 'C'.

	Percentage
Students Enrolled in Courses	
Required for UC/CSU Admission (2019-20)	97.06%
Graduates Who Completed All Courses Required for UC/CSU Admission (2019-20)	1%

\* Duplicated Count (one student can be enrolled in several courses).

## Career Technical Education (CTE)

### Programs (School Year 2019-20)

Vista Real continues to develop its Career Technical Education (CTE) program. We recognize the need to integrate core academic knowledge with technical skills for today's modern workforce, and we are committed to bringing students greater opportunities in developing these skills through continued efforts in developing relationships with local businesses and trade schools.

Vista Real offers several professional skills and CTE courses including an Introduction to Computers and Information Technology, Child Development, and also partners with the Ventura County Office of Education to provide its students the opportunity to take an array of CTE courses through their Career Education Center, including courses in auto body, game design, medical assisting, welding, and more. Many students are currently enrolled in the Child Development CTE course offered by a Vista Real CTE teacher. Students attend class regularly and are provided with opportunities to observe local pre-schools and child development centers. Vista Real also partners with community colleges to support dual enrollment in college level CTE pathways.

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Enrollment & Program Completion in Career/Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)	
Question	Response
How many of the school's pupils participated in CTE programs?	26
What percentage of the school's pupils completed a CTE program and earned a high school diploma?	0.71%
What percentage of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	10.0%

## State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject area of physical education.

### Physical Fitness

In the spring of each year, all California schools are required by the state to administer a physical fitness test to students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. Students who meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "Healthy Fitness Zone" (HFZ).

The table displays the percent of students at the school meeting fitness standards by grade level, for the most recent testing period. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued. This order waived the requirement to administer the physical fitness performance test results for the 2019-2020 school year.

The most current data available to report is from the 2018-19 school year and is reflected in the table. Detailed information regarding this test may be found at the CDE website at <http://www.cde.ca.gov/ta/tg/pf/>.

Percentage of Students in Healthy Fitness Zone			
2018-19			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards

9	16.6%	13.8%	0.7%
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\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

## Engagement

### State Priority: Parental Involvement

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

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

### Parent & Community Involvement (School Year 2020-21)

The Parent Advisory Committee (PAC) ensures parental involvement in students' learning process. The PAC consists of parents and Vista Real Charter High School Teachers/Staff. The PAC 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 at least four (4) times during the school year. Parents and stakeholders are encouraged to participate in the development the Local Control and Accountability Plan (LCAP) and they are asked to provide input on the progress of the LCAP throughout the year. In addition to this, parents are a vital resource for processes such as WASC accreditation. Parents also attend informational workshops on issues of concern, such as vaping, teen drinking, and cyber safety. Parents are also invited and encouraged to attend the school's annual Open House, senior nights, and awards nights as well as other informal and formal meetings throughout the school year. The English Learner Advisory Committee (ELAC) is another opportunity for parents of English Learners to become involved in the provision of Vista Real's English Learner program. Along with staff members, parent members of the ELAC meet up to four times annually to ensure that they

provide their input on how to best meet the needs of English Learners.

## Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Vista Real Charter High School at (805) 486-5449.

## State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority5):

- High school dropout rates
- High school graduation rates

## Dropout & Graduation Rates

*In knowing the "at risk of dropping out" status of the majority of students enrolling in the school, Vista Real initiates interventions from the point of enrollment. Students are encouraged to participate in exploring their career options. We believe that when a student knows what they would like to do for work and has established long-term goals, they are more likely to complete school.*

*Students also participate in academic assessments, such as NWEA MAP for diagnostic reasons and placement. The academic assessments assist faculty and the students in understanding the strengths and areas of improvement of the student. More importantly, this method helps students receive any remedial help they may need and ensures students receive the support they need to access Common Core Curriculum. Unlimited free tutoring also serves as an intervention for students. School counselors, school psychologists, and a school social worker regularly provide emotional support and community resources to students who may be experiencing significant barriers to making academic progress. Together, all early interventions are intended to promote attendance, academic success and reduce the likelihood of student drop-outs.*

*When faculty and staff witness a decline in the attendance and engagement of a particular student, more specific and targeted interventions take place in progressive steps:*

- A missed day of school results in a call home from the student's teacher
- A pattern of missed school days results in a parent-teacher or adult student-teacher conference
- A continued pattern of missed school days after a teacher conference results in an Attendance Intervention Meeting (AIM). In this meeting the parent or adult student meet with the Student Retention Specialist (SRS) to discuss the legal requirements of school attendance for minors and the challenges adults face as high school drop outs. The SRS helps to identify barriers that may be preventing the student from accessing their education and provides targeted assistance in those areas. The SRS also provides the student with a pacing plan and contacts them regularly to ensure that they are staying on track. Home visits are also conducted regularly by leadership, teachers, and the SRS when students are unable to be reached by phone, text or email.
- A continued pattern of missed school days after an AIM is escalated to a Student Retention Meeting (SRM) intervention. SRMs include the School Counselor, School Administrator, and the Student Retention Specialist. When the student and parent meet with the SRM team, serious conversations take place about the appropriateness of independent study for the student, school options, and the serious long-term consequences of dropping out of school. This is another opportunity for the school-based team to ensure that the student has been given access to all levels of support including the school counselor and tutoring support.

**Note: The California Department of Education DataQuest system reports one year dropout rates up to 2017 and one year graduation rates determined through the California School Dashboard. Vista Real qualifies for Dashboard Alternative School Status (DASS) as a result of the student population served.**

	Graduation			Dropout		
	17-18	18-19	19-20	16-17	17-18	18-19
School	68.5%	73.0%	62.2%	18.8%	6.5%	7.4%

## State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority6):

- Pupil suspension rates
- Pupil expulsion rates
- Other local measures on the sense of safety

## Suspensions & Expulsions

The table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted. Due to the COVID-19 pandemic, the 2019–2020 suspensions and expulsions rate data are not comparable to prior year data. Since there was not in-person learning for the entire 2019–2020 school year, it would be inappropriate to make any comparisons of the suspensions and expulsions rates in the 2019–2020 school year to the rates in prior school years. Additionally, please note that the suspension and expulsion rate for the state was not available at time of publication.

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	17-18	18-19	19-20	17-18	18-19	19-20
School	0.05	0.30	1.0	0.00	0.00	0.00
State	3.51	3.50	N/A	0.08	0.10	N/A

## School Safety (School Year 2020-21)

Vista Real's School Safety Plan consists of our Injury and Illness Prevention Program, Emergency Procedures and Section 4 of our Employee handbook. Our charter authorizer asks for these safety programs as part of our charter's renewal process. We review our School Safety Plans annually and update them if necessary.

The safety of students and staff is a primary concern for the school. Both teachers and administrators supervise the students throughout the school day to ensure a safe and positive learning environment. Both staff and student school IDs are expected to be displayed at all times, and visitors to the centers must register in at the front office to receive appropriate identification badges. The school safety plan was last updated and reviewed with school staff in December 2020.

## 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.

### Class Size

Due to the nature of independent study, class size distribution data is unavailable for this school.

### Advanced Placement Classes (School Year 2019-20)

Vista Real Charter High School offers Advanced Placement courses online if requested.

### Counseling & Support Staff (School Year 2019-20)

Vista Real seeks to assist students with their social and emotional development as well as academics. We provide special attention to students who experience achievement problems, difficulty coping with personal and family trauma, trouble with decision making, or handling peer pressure.

The following is a list of support staff available to students at the school. *Note: 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.*

Academic Counselor to Student Ratio	
2019-20	
Average Number of Students per Academic Counselor	
Academic Counselor(s)	1:232
Counseling & Support Services Staff	
Full Time Equivalent	
Counselor (Academic, Social/Behavioral or Career Development)	6
Psychologist	2.0

## Professional Development

Vista Real's staff members and administrators participate in ongoing professional development to improve its curriculum and delivery of instruction. Professional development sessions are offered at various times throughout the school year and focus on a wide variety of topics aimed at strengthening pedagogy and content knowledge, trauma informed practices, and other topics to meet the needs of our diverse learners. Special emphasis is placed on targeting the unique needs of its English Language Learners, special education students, and those students at-risk of dropping out of school. Staff is undergoing training to provide Trauma informed education in keeping with the ACES model of Trauma Informed instruction.

All sites are actively implementing Professional Learning Communities (PLC) at their schools. This is a process of continuous school improvement that is characterized by utilizing data to improve academic outcomes for students. The process is driven by teachers who are actively engaged in identifying areas where students need to improve, and targeting those areas through the use of evidence based instructional strategies. Teachers and staff collaborate for up to two hours weekly to exclusively focus on this process of continuous inquiry.

Vista Real also provides Induction training to its preliminary credentialed teachers and administrators through its partnership with the Ventura County Office of Education. Participating teachers and administrators are assigned a support provider from their assigned site and participate in all required Induction activities. The school's special education teachers receive annual training on new procedures and processes, as well as in effective instructional strategies for improving academic achievement. In addition to ongoing professional development opportunities offered locally, and other conferences sponsored by the Ventura County Office of Education.

The table displays the number of days that a professional development opportunity was available.

Professional Development			
	18-19	19-20	20-21
Number of school days dedicated to Staff Development and Continuous Improvement	5	10	15

### Additional Internet Access & Public Libraries

Vista Real students have access to computers, Internet and printers at each school site. Additionally, all students are provided a Chromebook and hotspot for at-home Internet access as needed. For additional research materials and Internet availability, students are encouraged to visit the libraries in their local communities, which contain numerous computer workstations.

### School Revenue Sources (Fiscal Year 2019-20)

Special Education programs for SELPA, students with special needs.

General operations—salaries, benefits, services, materials, and support to the general education

### School Expenditures (Fiscal Year 2018-19)

The table provides a comparison of Veal's per pupil funding from unrestricted sources with other schools throughout the state. Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, are not controlled by law or donor. The California Department of Education issued guidance to the district in August 2018 regarding how to calculate school-level per-pupil expenditures.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$12,136
From Supplemental/Restricted Sources	\$2,729
From Basic/Unrestricted Sources	\$9,407
State	
From Basic/Unrestricted Sources	\$7,750
Percentage of Variation between School & State	21.4%

### School Site Teacher Salaries (Fiscal Year 2018-19)

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary throughout the state.

Average Teacher Salaries	
School	
School	\$72,611
School & State	
State	\$68,990
Percentage of Variation	5.24%