vista real
CHARTER HIGH SCHOOL

School Accountability Report Card

Reported Using Data from the 2023-2024 School Year

SARC Information

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 and access to prior year reports, 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 the 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.

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).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

School Mission Statement School Year 2024-2025

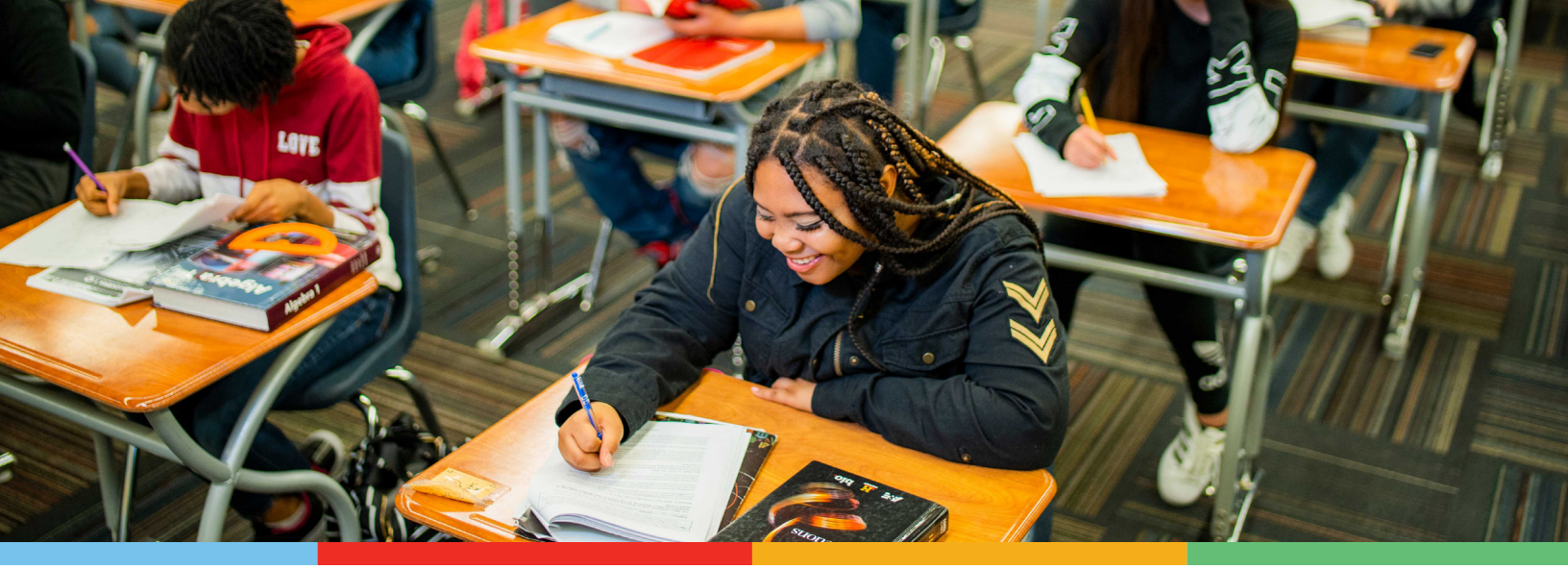
The mission of Vista Real Charter High School is to provide a student-centered, high-quality secondary education for all learners through a safe, supportive, trauma-informed community where students are encouraged to self-advocate, take control of their education, and explore new opportunities and skills in the pursuit of becoming contributing members of society.

In order to carry out this mission, Vista Real strives to equip students in this community 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. The school offers alternative educational avenues through which students can acquire the knowledge necessary to make a difference in their lives. A combination of site-based learning, independent study, and distance learning allow for flexibility and personalization of each student's educational experience.

The school provides a diverse, student-centered environment in which all learners are held to high academic and behavioral standards. Students work in collaborative relationships with a comprehensive team of educators, counselors, and support staff who work with them on a one-on-one basis to personalize their learning. Vista Real seeks to develop students who are competent, self-motivated, life-long learners. In order to accomplish this, the school emphasizes increased parental involvement, trauma informed care, attention to different learning styles, student-driven participation in the learning process, technology access, and choices in curriculum pathways.

Vista Real places a strong emphasis on parental involvement in the learning process. Parents/Guardians are viewed as an essential link in improving education; therefore, parents/guardians are encouraged to participate through frequent communication with teachers, participation in school related functions, and attendance in school sponsored parent development workshops. By providing an avenue 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 have a team of supporters both in and outside of school so that they witness first-hand their parents and teachers working together to make a difference in their education and their future.

Vista Real Charter High School • 401 S. A St. Suite #3 Oxnard, Ca 93030 • (805) 486 -5449 • www.vrchs.org
County-District-School (CDS) Code: 56-10561-0109900 • Grades: 9-12
Principal: Cecelia Dullam, Jonathan Oates • principal@vrchs.org | **Area Superintendent:** Corrine Manley



School Description and Profile School Year 2024-2025

Vista Real is a WASC accredited, public charter school that offers a personalized educational program for high school students/families who prefer an Independent Study model to meet their academic needs. Typical students are those who want an alternative to the local, public school systems and seek a program that allows them the flexibility to learn at their own pace. Most students come to Vista Real because they were unsuccessful in the traditional high school setting or they need a more personalized approach to education. Other students need the flexibility of an independent study model to meet family obligations such as work or caring for a child or they seek freedom from the social demands of a traditional high school. Regardless of the reason, the school offers a uniquely structured academic program, rigorously guided by the California Subject Area Content Standards that provides a challenging, yet highly individualized educational experience for students.

School Enrollment

TABLE 4: STUDENT ENROLLMENT BY GRADE LEVEL SCHOOL YEAR 2023-2024

Grade Level	Number of Students
Grade 9	487
Grade 10	415
Grade 11	345
Grade 12	80
Total Enrollment	1327

Data provided by LEA

TABLE 5: STUDENT ENROLLMENT BY STUDENT GROUP SCHOOL YEAR 2023-2024

Student Group	Percentage
Female	55%
Male	44%
Non-Binary	1%
American Indian or Alaska	0%
Asian	0%
Black or African American	1%
Filipino	0%
Hispanic or Latino	82%
Native Hawaiian or Pacific Islander	0%
Two or More Races	2%
White	12%
English Learner	18%
Foster Youth	2%
Homeless	5%
Socioeconomically Disadvantaged	84%
Students Receiving Migrant Ed	1%
Students with Disabilities	22%

Data provided by LEA

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 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 sponsoring district, so there is no district data to report for comparison in this section.

TABLE 6: TEACHER PREPARATION AND PLACEMENT SCHOOL YEAR 2020–2021

Authorization/Assignment	School Number	School Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	81	94%	228,324	83.1%
Intern Credentialed Holders Properly Assigned	1	1%	4,121	1.5%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0%	11,265	4.1%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	66	81%	12,089	4.4%
Unknown	0	0%	2,747	1.0%
Total Teaching Positions	86	100%	274,759	100%

Data provided by CDE for State and LEA for School.

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

TABLE 7: TEACHER PREPARATION AND PLACEMENT SCHOOL YEAR 2021–2022

Authorization/Assignment	School Number	School Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	80	95%	234,405	84%
Intern Credentialed Holders Properly Assigned	4	5%	4,853	1.70%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	1%	12,001	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	67	84%	11,953	4.30%
Unknown	0	0%	864	0.30%
Total Teaching Positions	84	100%	279,044	100%

Data provided by CDE for State and LEA for School.

Note: The data in this table is based on FTE status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

TABLE 8: TEACHER PREPARATION AND PLACEMENT SCHOOL YEAR 2022–2023				
Authorization/Assignment	**School Number**	**School Percent**	**State Number**	**State Percent**
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	65	96%	231,142	83.20%
Intern Credentialed Holders Properly Assigned	3	4%	5,566	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0%	14,983	5.40%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	65	100%	11,746	4.20%
Unknown	0	0%	854	0.30%
Total Teaching Positions	68	100%	277,698	100%

Data provided by CDE for State and LEA for School.

Note: The data in this table is based on FTE status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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.

TABLE 9: TEACHERS WITHOUT CREDENTIALS AND MISASSIGNMENTS (CONSIDERED "INEFFECTIVE" UNDER ESSA)			
Authorizations/ Assignments	**2020-2021 Number**	**2021-2022 Number**	**2022-2023 Number**
Permits and Waivers	4	0	0
Misassignments	2	3	0
Vacant Positions	0	0	2
Total Teachers Without Credentials and Misassignments	6	1	0

Data provided by LEA

TABLE 10: CREDENTIALED TEACHERS ASSIGNED OUT-OF-FIELD (CONSIDERED "OUT-OF-FIELD" UNDER ESSA)			
Indicator	**2020-2021 Number**	**2021-2022 Number**	**2022-2023 Number**
Credentialed Teachers Authorized on a Permit or Waiver	0	0	0
Local Assignment Options	1216	1427	1759
Total Out-of-Field Teachers	66	67	65

Data provided by LEA

TABLE 11: CLASS ASSIGNMENTS			
Indicator	**2020-2021 Percent**	**2021-2022 Percent**	**2022-2023 Number**
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	100%	0%	0%
No credential, permit or authorization to teach (a percent-age of all the classes taught by teachers with no record of an authorization to teach)	0%	1%	1%

Data provided by LEA

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Textbooks & Instructional Materials School Year 2024-2025

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 the classroom and to take home.

The table displays information collected in November 2024 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

TABLE 12: QUALITY, CURRENCY, AVAILABILITY OF TEXTBOOK AND OTHER INSTRUCTIONAL MATERIALS SCHOOL YEAR 2024-2025 / YEAR AND MONTH IN WHICH THE DATA WERE COLLECTED: NOVEMBER 2024

Subject	Textbooks and Other Instructional Materials/ year of Adoption	From Most Recent Adoption?	Percentage Students Lacking Own Assigned Copy
Reading/Language Arts	6th -8th - StudySync - McGraw-Hill 9th - 12th – English/Language Arts - Houghton Mifflin/Harcourt	2022 2021	0.00%
Mathematics	K-5th - Envision - SavvasRealize 6th-8th - Digits - SavvasRealize 9th – Algebra 1 – Houghton Mifflin/Harcourt 10th – Geometry - Houghton Mifflin/Harcourt 11th – Algebra II - Houghton Mifflin/Harcourt v 9th - Integrated Mathematics I - National Geographic/Cengage 10th - Integrated Mathematics 2 - National Geographic/Cengage 11th - Integrated Mathematics 3 - National Geographic/Cengage 12th - Mathematics for Business and Personal Finance - Glencoe 12th - Introductory Statistics: Exploring the World (2020) -Savvas Learning Company LLC (Pearson)	2015 2015 2020 2020 2020 2016 2016 2016 2015 2020	0.00%
Science	K-8th - ElevateScience - SavvasRealize 9th – 10th – Earth Science - Houghton Mifflin/ Harcourt 9th – 10th – Physics - Houghton Mifflin/ Harcourt 10th – Biology - Houghton Mifflin/Harcourt 11th – Chemistry - Houghton Mifflin/Harcourt	2020 2018 2020 2018 2020	0.00%
History-Social Science	K-8th - Social Studies - Studies Weekly 10th – World History – Houghton Mifflin/Harcourt 11th – American History – Houghton Mifflin/Harcourt 12th – Economics – Houghton Mifflin/Harcourt 12th – Civics – Houghton Mifflin/Harcourt	2022 2018 2018 2018 2018	0.00%
Foreign Language	9th - 12th Rosetta Stone – World Languages 9th – 12th Edmentum _ World Languages 9th – 12th APEX – World Language	2020 2012 2012	0.00%
Health	N/A	N/A	0.00%
Visual and Performing Arts	N/A	N/A	0.00%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0.00%

Data provided by LEA

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

School Facility Conditions and Planned Improvements School Year 2024-2025

Vista Real Charter High School currently operates six resource centers in Ventura County. The original center is located in Oxnard and there are five satellite centers in Camarillo, Santa Paula, Simi Valley, Port Hueneme, and Ventura. All facilities are in safe and functioning condition. All sites meet city and state codes. Vista Real has recently updated the interior design and furniture of all sites to better meet students' learning needs. This includes expanding small group instruction spaces and introducing modular furniture to enhance learning experiences.

The chart below displays the results of the most recent facilities inspection at the school. Facilities information was collected in October 2024.

TABLE 14: SCHOOL FACILITY GOOD REPAIR STATUS | DATE OF LAST INSPECTION: OCTOBER 2024 OVERALL SUMMARY OF SCHOOL FACILITY CONDITIONS: EXEMPLARY DATA COLLECTED: OCTOBER 2024				
System Inspected	**Rate Good**	**Rate Fair**	**Rate Poor**	**Deficiency & Remedial Actions Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/ School Grounds, Windows/Doors/ Gates/Fences	X			

Data provided by LEA

Overall Facility Rate • Year and month of the most recent inspection: October 2024

TABLE 15: OVERALL RATING				
Exemplary	**Good**	**Fair**	**Poor**	**Deficiency & Remedial Actions Taken or Planned**
X				

Data provided by LEA

Overall Summary of School Facility Conditions: Exemplary

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 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)

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for Mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **College and Career Ready:** 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.

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

TABLE 16: CAASPP TEST RESULTS IN ELA AND MATHEMATICS FOR ALL STUDENTS GRADES THREE THROUGH EIGHT AND GRADE ELEVEN TAKING AND COMPLETING A STATE-ADMINISTERED ASSESSMENT

PERCENT OF STUDENTS MEETING OR EXCEEDING THE STATE STANDARD

Subject	School 2022-2023	School 2023-2024	State 2022-2023	State 2023-2024
English Language Arts/Literacy (Grades 3-8 and 11)	29.71%	30.03%	46.66%	47.04%
Mathematics (Grades 3-8 and 11)	3.99%	2.64%	34.62%	35.54%

Data provided by CDE for State and LEA for School.

Note: To protect student privacy, an asterisk (*) is used in the table when the cell size within a selected student population is ten or fewer.

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.

TABLE 17: CAASPP TEST RESULTS IN ELA BY STUDENT GROUP FOR STUDENTS TAKING AND COMPLETING A STATE-ADMINISTERED ASSESSMENT

GRADES THREE THROUGH EIGHT AND GRADE ELEVEN SCHOOL YEAR 2023-2024

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	326	302	93%	7%	30%
Female	179	170	95%	5%	31%
Male	143	128	90%	10%	27%
American Indian or Alaska Native	*	*	*	100%	*
Asian	*	*	100%	*	*
Black or African American	*	*	89%	11%	25%
Filipino	*	*	100%	*	33%
Hispanic or Latino	254	235	93%	7%	26%
Native Hawaiian or Pacific Islander	*	*	100%	*	100%
Two or More Races	18	17	94%	6%	53%
White	39	36	92%	8%	47%
English Learners	35	28	80%	20%	*
Foster Youth	*	*	67%	33%	17%
Homeless	19	16	84%	16%	31%
Military	*	*	100%	*	50%
Socioeconomically Disadvantaged	267	248	93%	7%	28%
Students Receiving Migrant Education Services	*	*	100%	*	*
Students with Disabilities	79	72	91%	9%	13%

Data provided by LEA

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: To protect student privacy, an asterisk (*) is used in the table when the cell size within a selected student population is ten or fewer.

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

TABLE 18: CAASPP TEST RESULTS IN MATHEMATICS BY STUDENT GROUP FOR STUDENTS TAKING AND COMPLETING A STATE-ADMINISTERED ASSESSMENT

GRADES THREE THROUGH EIGHT AND GRADE ELEVEN SCHOOL YEAR 2023-2024

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	326	302	93%	7%	3%
Female	179	170	95%	5%	1%
Male	143	128	90%	10%	4%
American Indian or Alaska Native	*	*	*	100%	*
Asian	*	*	100%	*	*
Black or African American	*	*	89%	11%	13%
Filipino	*	*	100%	*	*
Hispanic or Latino	254	235	93%	7%	1%
Native Hawaiian or Pacific Islander	*	*	100%	*	*
Two or More Races	18	17	94%	6%	6%
White	39	36	92%	8%	8%
English Learners	35	28	80%	20%	*
Foster Youth	*	*	67%	33%	*
Homeless	19	16	84%	16%	6%
Military	*	*	100%	*	*
Socioeconomically Disadvantaged	267	248	93%	7%	2%
Students Receiving Migrant Education Services	*	*	100%	*	*
Students with Disabilities	79	72	91%	9%	1%

Data provided by LEA

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: To protect student privacy, an asterisk (*) is used in the table when the cell size within a selected student population is ten or fewer.

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.

TABLE 19: CAASPP TEST RESULTS IN SCIENCE FOR ALL STUDENTS

GRADES FIVE, EIGHT, AND HIGH SCHOOL

PERCENTAGE OF STUDENTS MEETING OR EXCEEDING THE STATE STANDARD

Subject	School 2022-2023	School 2023-2024	State 2022-2023	State 2023-2024
Science (grades 5, 8 and high school)	11.11%	20.00%	30.18%	30.70%

Data provided by CDE for State and LEA for School.

Note: Science test results include the CAST 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 CAST 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: To protect student privacy, an asterisk (*) is used in the table when the cell size within a selected student population is ten or fewer. 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.

TABLE 20: CAASPP TEST RESULTS IN SCIENCE BY STUDENT GROUP GRADES FIVE, EIGHT, AND HIGH SCHOOL / SCHOOL YEAR 2023-2024					
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Not Tested**	**Percent Met or Exceeded**
All Students	17	15	88%	12%	20%
Female	11	*	91%	9%	10%
Male	*	*	83%	17%	40%
American Indian or Alaska Native	*	*	*	100%	*
Asian	*	*	*	100%	*
Black or African American	*	*	100%	*	*
Filipino	*	*	*	100%	*
Hispanic or Latino	15	14	93%	7%	21%
Native Hawaiian or Pacific Islander	*	*	*	100%	*
Two or More Races	*	*	*	100%	*
White	*	*	*	100%	*
English Learners	*	*	67%	33%	*
Foster Youth	*	*	*	100%	*
Homeless	*	*	*	100%	*
Military	*	*	*	100%	*
Socioeconomically Disadvantaged	15	14	93%	7%	21%
Students Receiving Migrant Education Services	*	*	100%	*	*
Students with Disabilities	*	*	100%	*	*

Data provided by LEA

Note: To protect student privacy, an asterisk (*) is used in the table when the cell size within a selected student population is ten or fewer.

Career Technical Education (CTE) Programs School Year 2023-2024

Vista Real recognizes the need to integrate core academic knowledge with technical skills in order to be successful in today's modern workforce and continues to develop its Career Technical Education (CTE) program. The school is committed to bringing students greater opportunities in developing these skills through continued efforts to expand relationships with local businesses, trade schools, and community colleges. Partnerships with local business, such as the Marriott Hotel partnership, provide real-world job seeking experience, while CTE courses such as Integrated Health and Patient Care help students explore different career pathways. The school is currently in the early stages of implementing a new platform called Edymanics where students can take various career courses that can lead to certification. Additionally, Vista Real has have specific curriculum centered around development of career skills such as Intro to Computers & Info Tech and Professional skills.

Vista Real also partners with the Ventura County Office of Education and the Ventura County Community College District to give students access to a variety of career education programs such as medical field training, automotive repair, manufacturing, welding, and more.

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

TABLE 22: CAREER TECHNICAL EDUCATION (CTE) PARTICIPATION SCHOOL YEAR 2023-2024	
Measure	**CTE Program Participation**
Number of Pupils Participating in CTE	265
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0.0%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	50.0%

Data provided by LEA

UC/CSU Course Completion

Admission Requirements for the University of California (UC)

Admission requirements for the 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 website at https://admission.universityofcalifornia.edu/.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) 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 website at https://www2.calstate.edu/.

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 of 'C' or better.

TABLE 23: COURSE ENROLLMENT/COMPLETION OF UNIVERSITY OF CALIFORNIA (UC) AND/OR CALIFORNIA STATE UNIVERSITY (CSU) ADMISSION REQUIREMENTS

UC/CSU Course Measure	Percent
2023-2024 Pupils Enrolled in Courses Required for UC/CSU Admission	74.68%
2022-2023 Graduates Who Completed All Courses Required for UC/CSU Admission	0.57%

Data provided by LEA

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

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 five major areas. Students who meet or exceed the standards in all six fitness areas are considered physically fit or in the "Healthy Fitness Zone" (HFZ).

TABLE 24: CALIFORNIA PHYSICAL FITNESS TEST 2023-2024 PERCENTAGE OF STUDENTS PARTICIPATING IN EACH OF THE FITNESS COMPONENTS

Grade	Component1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Truck Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
9	85.8%	85.6%	86.0%	85.5%	85.5%

Data provided by LEA

Note: The administration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, an asterisk (*) is used in the table when the cell size within a selected student population is ten or fewer.

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 regarding the school district and at each school site

Opportunities for Parental Involvement School Year 2024-2025

Vista Real encourages regular parental involvement throughout the school year. There are have several opportunities for formal participation including Parent Information Nights, Parent Advisory Committee and English Learner Advisory Committee. These Committees are held quarterly each school year and are avenues for families to provide input/feedback in planning, developing, implementing, and evaluating the school program. Parent educational partners are encouraged to participate in the development of the Local Control and Accountability Plan, the WASC accreditation report, and grant plans such as Title 1, Part A. They are asked to provide input on the progress of these plans throughout the year. In addition to this, parents also attend informational workshops on issues of concern, such as vaping, teen drinking, and cyber safety. Vista Real also highly encourages parent/family attendance at the school's annual Open Houses, senior nights, and awards nights as well as other informal and formal meetings throughout the school year.

Notices for all meetings are sent to parents/families in advance via email, phone calls, ParentSquare, and social media. For PAC and ELAC meetings, notices are posted to the school website and at each site location, 72 hours in advance. These meetings are open to all educational partners from the community. Parent Conferences and Open House events are also held during the school year to facilitate communication between parents, teachers, students, and community partners. In addition to these formal events, parent educational partners are encouraged to call and meet with their child's teacher as needed to support academic progress. Beyond this, educational partners may contact the local school office at any time or reach out to their school site administrator directly.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism.

Dropout & Graduation Rates

Many students who enroll at Vista Real have been disengaged from their education for extended periods of time. To better serve these students, the school begins interventions from the point of enrollment. Courses for new students are carefully selected to create a personalized learning plan to meet their goals. Among these courses are Digital Skills, Skills4Life, Essay Composition and Financial Literacy. These foundational courses establish the skills necessary to be successful in their core courses. For students enrolling who are 19 years of age or older, they are assigned an Assets course that they must complete, one-on-one, with a teacher. This supports the student in transitioning into Vista Real's unique program.

Additionally, students are supported in determining their college and career interests by teachers and counselors who help them map out a pathway to reach those goals. Teachers then build upon this throughout the year to support academic planning as well as college and career readiness.

Students also participate in academic assessments, such as NWEA, after enrollment. The assessments help teachers understand the strengths and areas of growth that the student may possess, allowing staff to remediate and ensure that students are not enrolling in courses beyond their current academic abilities. Additionally, the availability of unlimited, free tutoring also serves as an intervention for students when they struggle academically.

Together, all early interventions are intended to promote attendance and reduce the likelihood of student dropouts. However, despite multi-tiered efforts to engage students, these interventions are not always met with student success and can ultimately affect Vista Real's Graduation Rate. When faculty and staff see a decline in a particular student's attendance, more specific and targeted interventions take place in progressive steps:

- A missed day of school results in a "Prevention Call" home from the teacher.
- A pattern of missed school days results in a Prevention Meeting with the teacher and the Student Retention Specialist to re-engage students early on.
- A continued pattern of missed school days after a teacher conference results in an Attendance Intervention Meeting (A.I.M). In this meeting the parent or adult student meets with the Student Retention Specialist to discuss the legal requirements of school attendance for minors and problems adults may face as high school dropouts. If the student/parent cannot be reached, a home visit will be conducted.
- A continued pattern of missed school days after an A.I.M. intervention is escalated to a Student Retention Meeting (S.R.M) intervention. Student Retention Meetings include the School Counselor, Supervising Teacher, School Administrator, and the Student Retention Support Specialist. When the student and parent meet with the S.R.M. 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.

Note: The California Department of Education DataQuest system reports four-year cohort graduation and dropout numbers. The one-year graduation rate is reported through the California School Dashboard and internal student information systems data was used in the chart below, because it was the most recently available source. The school is a Dashboard Alternative School Status (DASS), because the student population served is typically behind in credits. The tables display the most current data available. N/A is displayed when the school is new, or there is no data available to report, because the state did not report their data when this report was published.

Note: The California Department of Education DataQuest system reports the Four-Year Adjusted Cohort Rate (ACGR) for all regular high schools. However, the ACGR is not a match for our school, because we are an approved Dashboard Alternative School Status (DASS). We serve a student population who are typically behind in credits, and not likely to graduate on time in a regular school setting. As a DASS school, we report the one-year graduation rate, which is calculated internally or from the California School Dashboard. The tables display the most current data available. N/A means that data was not available at the time of publication. Note: To protect student privacy, an asterisk (*) is used in the table when the cell size within a selected student population is ten or fewer.

TABLE 26: DROPOUT RATE AND GRADUATION RATE

Indicator	School Cohort 2021-2022	School Cohort 2022-2023	School Cohort 2023-2024	State Cohort 2021-2022	State Cohort 2022-2023	State Cohort 2023-2024
One-Year Cohort Drop Rate	11.0%	9.4%	10.7%	N/A	N/A	N/A
One-Year Cohort Grad Rate	91.0%	76.0%	90.0%	N/A	N/A	N/A
Four-Year Cohort Drop Rate	27.0%	22.7%	23.32%	7.8%	8.2%	8.9%
Four-Year Cohort Grad Rate	16.2%	10.8%	11.9%	87.0%	86.2%	86.4%

Data provided by CDE for State and LEA for School.

TABLE 27a: GRADUATION RATE BY STUDENT GROUP, ONE-YEAR DASS COHORT RATE SCHOOL YEAR 2023-2024			
Student Group	**Number of Students in Cohort**	**Number of Cohort Graduates**	**Cohort Graduation Rate**
All Students	259	234	90%
Female	155	140	90%
Male	100	90	90%
Non-Binary	*	*	100%
American Indian or Alaska Native	*	*	*
Asian	*	*	100%
Black or African American	*	*	100%
Filipino	*	*	100%
Hispanic or Latino	183	161	88%
Native Hawaiian or Pacific Islander	*	*	100%
Two or More Races	*	*	100%
White	53	50	94%
English Learners	17	15	88%
Foster Youth	*	*	78%
Homeless	18	16	89%
Socioeconomically Disadvantaged	166	151	91%
Students Receiving Migrant Education Services	*	*	100%
Students with Disabilities	41	34	83%

Data provided by LEA

The one-year graduation rate reflects the CDE rate for DASS schools, and the data above is from PowerBI.

Note: To protect student privacy, an asterisk (*) is used in the table when the cell size within a selected student population is ten or fewer.

TABLE 27b: GRADUATION RATE BY STUDENT GROUP, FOUR-YEAR COHORT RATE SCHOOL YEAR 2023-2024			
Student Group	**Number of Students in Cohort**	**Number of Cohort Graduates**	**Cohort Graduation Rate**
All Students	446	53	11.9%
Female	208	29	13.9%
Male	232	22	9.5%
Non-Binary	*	*	*
American Indian or Alaska Native	*	*	*
Asian	*	*	*
Black or African American	*	*	*
Filipino	*	*	*
Hispanic or Latino	373	38	10.2%
Native Hawaiian or Pacific Islander	*	*	*
Two or More Races	12	*	16.70%
White	44	*	15.9%
English Learners	106	*	9.4%
Foster Youth	13	*	38.5%
Homeless	68	*	8.8%
Socioeconomically Disadvantaged	415	45	10.8%
Students Receiving Migrant Education Services	*	*	*
Students with Disabilities	111	*	8.1%

Data provided by CDE

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Note: To protect student privacy, an asterisk (*) is used in the table when the cell size within a selected student population is ten or fewer.

Chronic Absenteeism

The current Chronic Absentee rate is not calculated in a manner for non-classroom based DASS programs to reflect the nature of the students served. According to the CDE, students are determined to be chronically absent if they were eligible to be considered chronically absent at the selected level during the academic year and they were absent for 10% or more of the days they were expected to attend. Vista Real Charter follows all of the required CA State School Dashboard requirements.

TABLE 28: CHRONIC ABSENTEEISM BY STUDENT GROUP SCHOOL YEAR 2023-2024

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2031	1898	1,160	61.10%
Female	1074	1005	605	60.20%
Male	939	878	550	62.60%
Non-Binary	18	15	*	33.30%
American Indian or Alaska	*	*	*	*
Asian	11	*	*	*
Black or African American	29	25	16	64.00%
Filipino	*	*	*	*
Hispanic or Latino	1671	1567	980	62.50%
Native Hawaiian or Pacific Islander	*	*	*	*
Two or More Races	39	35	17	48.60%
White	242	223	123	55.20%
English Learner	370	378	245	64.80%
Foster Youth	19	45	39	86.70%
Homeless	136	128	90	70.30%
Socioeconomically Disadvantaged	1669	1571	985	62.70%
Students Receiving Migrant Ed	14	14	11	78.60%
Students with Disabilities	387	417	238	57.10%

Data provided by CDE

Note: To protect student privacy, an asterisk (*) is used in the table when the cell size within a selected student population is ten or fewer.

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

Suspensions & Expulsions

The table displays the suspension and expulsion rates at the school and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted. Additionally, please note that the suspension and expulsion rate for the state was not available at time of publication.

TABLE 29: SUSPENSIONS AND EXPULSIONS
DATA COLLECTED BETWEEN JULY THROUGH JUNE, EACH FULL SCHOOL YEAR RESPECTIVELY

Rate	School 2021-2022	School 2022-2023	School 2023-2024	State 2021-2022	State 2022-2023	State 2023-2024
Suspensions	0.05%	0.14%	0.1%	3.2%	3.6%	3.3%
Expulsions	0.00%	0.00%	0.00%	0.1%	0.1%	0.1%

Data provided by CDE for State and LEA for School.

Note: To protect student privacy, an asterisk (*) is used in the table when the cell size within a selected student population is ten or fewer.

TABLE 30: SUSPENSIONS AND EXPULSIONS BY STUDENT GROUP
SCHOOL YEAR 2023-2024

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.1%	0%
Female	0.1%	0%
Male	0.2%	0%
Non-Binary	0.0%	0%
American Indian or Alaska	0.0%	0%
Asian	0.0%	0%
Black or African American	0.0%	0%
Filipino	0.0%	0%
Hispanic or Latino	0.2%	0%
Native Hawaiian or Pacific Islander	0.0%	0%
Two or More Races	0.0%	0%
White	0.0%	0%
English Learner	0.3%	0%
Foster Youth	0.0%	0%
Homeless	0.0%	0%
Socioeconomically Disadvantaged	0.2%	0%
Students Receiving Migrant Ed	0.0%	0%
Students with Disabilities	0.3%	0%

Data provided by LEA

Note: To protect student privacy, an asterisk (*) is used in the table when the cell size within a selected student population is ten or fewer.

School Safety School Year 2024-2025

The school Safety Plan consists of the Injury and Illness Prevention Program, Emergency Procedures, and Section 4 of the Employee handbook. Sponsoring School Districts ask for these safety programs as part of the charter's renewal process. The Safety Plans are reviewed annually and update, if necessary 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 sites must register at the front office to receive appropriate identification badges before entering the classroom. The school safety plan was last updated and reviewed with school staff in December 2024.

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.

Class Size

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

Counseling & Support Staff School Year 2023-2024

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

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

TABLE 38: RATIO OF PUPILS TO ACADEMIC COUNSELOR SCHOOL YEAR 2023-2024

Title	Ratio
Pupils to Academic Counselor*	1:166

Data provided by LEA

*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.

TABLE 39: STUDENT SUPPORT SERVICES STAFF SCHOOL YEAR 2023-2024

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	8.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	2.10
Social Worker	2.00
Nurse	0.50
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	2.00
Other	8.00

Data provided by LEA

*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.

**"Other" category is for all other student support services staff positions not listed.

School Expenditures Fiscal Year 2022-2023

The table provides a comparison of the school'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 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.

School Site Teacher Salaries - Fiscal Year 2022-2023

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

TABLE 40: EXPENDITURES PER PUPIL AND SCHOOL SITE TEACHER SALARIES FISCAL YEAR 2022-2023

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	17,930.04	4,329.88	13,600.16	72,992
State	N/A	N/A	18,586.09	95,160.00
Percent Difference School Site and State	N/A	N/A	-3.59%	-26.37%

Data provided by LEA

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

Types of Services Funded Fiscal Year 2023-2024

All funding sources are utilized to provide the following for students:

- Special Education programs for SELPA, students with special needs
- English Language Development – support for students in English Language acquisition – instructional and support methods
- Tutoring support – one-on-one, walk-in, in-person, and virtual tutoring support
- General operations –services, materials, technology, salaries, benefits, and support to the general education

School Site Teacher Salaries Fiscal Year 2022-2023

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

TABLE 42: TEACHER AND ADMINISTRATIVE SALARIES FISCAL YEAR 2022-2023

Category	LEA Amount	State Average for State In Same Category
Beginning Teacher Salary	79,500.00	56,629.00
Mid-Range Teacher Salary	90,100.00	92,603.00
Highest Teacher Salary	100,700.00	116,417.00
Average Principal Salary (High)	132,500.00	159,410.00
Superintendent Salary	184,375.00	213,044.00
Percent of Budget for Teacher Salaries	25.46%	27.62%
Percent of Budget for Administrative Salaries	4.84%	5.55%

Data provided by LEA

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.

Advanced Placement (AP) Classes School Year 2023-2024

TABLE 43: ADVANCED PLACEMENT (AP) COURSES SCHOOL YEAR 2023-2024

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	2
Mathematics	0
Science	0
Social Science	2
Total AP Courses Offered*	4
Percent of Students in AP Courses: (Data Pulled from CALPADS)	0.15%

Data provided by LEA

*Where there are student course enrollments of at least one student.

Professional Development

The school's certificated staff members and administrators participate in ongoing professional development to improve curriculum and instruction. Professional development sessions are held throughout the school year and focus on a wide variety of topics aimed at trauma-informed care, strengthening pedagogy, and content knowledge to meet the needs of the school's diverse learners. Special emphasis is placed on targeting the unique needs of its English language learners, special education students, and social-emotional learning. School staff also participate in a variety of development events for continuous improvement. These events include Professional Learning Communities (PLC), department meetings, software trainings, etc. The PLC process of continuous school improvement is characterized by utilizing data to drive instructional decision making to improve academic outcomes for students. The process is driven by teachers who are actively engaged in identifying areas where students show a need for improvement 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.

In addition, school administrators participate in ongoing professional learning with a focus on effective school leadership practices and instructional leadership. The Administration Team identifies school-wide focuses for its campuses each year for professional development and, along with the Curriculum Instructional Coordinator and Regional Instructional Specialists, take the lead in organizing staff development opportunities and ongoing coaching. Professional development topics are based on the needs of the school, input from parents/families, suggestions from school staff through department meetings and/or staff surveys, and through the collection and analysis of data highlighting school needs and/or areas of improvement.

The school also provides Induction training to preliminary credentialed staff through a partnership with the Ventura County Office of Education and the Palmdale Unified School District. Participating staff are assigned a mentor with whom they work together to complete all required Induction activities. Newly hired teachers are also partnered with existing teachers for support and participate in required on the job training for the purpose of familiarizing them with the program and the mission of the school. The school's special education teachers receive annual training on new procedures and processes, as well as effective instructional strategies for improving academic achievement. In addition to professional development opportunities offered locally, staff also have the opportunity to attend professional conferences such as the California Charter Schools Association's annual CCSA Conferences, annual A-plus+ conferences, and other conferences sponsored by educational organizations.

TABLE 44: PROFESSIONAL DEVELOPMENT

Measure	2022-2023	2023-2024	2024-2025
Number of school days dedicated to Staff Development and Continuous Improvement	25	38	22

Data provided by LEA