Twin Rivers Unified School District
Vista Nueva Career & Technology High School

CDS Code: 34-76505-3430881
2035 North Avenue, Sacramento, CA 95838 ♦ (916) 566-2750
2013-14 School Accountability Report Card

Principal's Message

Welcome students, parents, teachers and staff to 2014-15 school year at Vista Nueva Career and Technology High School. We look forward to a great year. As always our teachers and staff are working hard to provide the best services to your students. Vista Nueva teachers place great value on creating trusting relationships with our students. The opportunity of working with students in smaller classes gives our teachers the ability to address the social and emotional needs of our students in addition to their academic needs.

We continue our work with the Jubilare Ministries which has been a family member for four years. They regularly mentor our students and hold motivational events for them. Many students have been able to become successful with the guidance from Jubilare mentors.

The Ready 4 Change program will return again this year with a new twist; they will be an after school program. They have a group of counselors who will work with our students on skills like avoiding the negative peer pressure, dealing with stress, anger management, avoiding drug use etc. They provide incentives to students to complete their program.

As the Site Administrator at Vista Nueva High, I will always be available to parents students and community members to create a family environment at our school.

We look forward to a great year for our whole school.

Bob Wilkerson
Site Administrator

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/.
• View this SARC online at the school and/or LEA websites.
• For more information about the LCFF or LCAP, see the CDE LCFF Webpage at http://www.cde.ca.gov/fg/aa/lc/.
• For additional information about the school, parents and community members should contact the school principal or the district office.

School Mission Statement

All students at Vista Nueva Career and Technology High School will be offered academic and guidance programs appropriate to their individual needs so that they may graduate from high school with a diploma, and have an understanding of career possibilities and skill requirements for the world or work.

District & School Profile (School Year 2014-15)

Twin Rivers Unified School District is California's newest unified school district, combining the former North Sacramento, Del Paso Heights, Rio Linda Union, and Grant Joint Union High School Districts. Started in the 2008-09 school year, Twin Rivers Unified School District is located in Sacramento County and has 30 elementary schools, 5 middle schools, and four high schools. Our district also offers families the option of two alternative schools, a special education center, an independent learning center, two adult education centers, one community day school, one opportunity school, preschools and three dependent charter schools.

Vista Nueva High School had a beginning enrollment of 142 students in grades nine through twelve for the 2013-14 school year.

Enrollment By Ethnicity Or Student Group (School Year 2013-14)

This chart illustrates the enrollment trend by ethnicity or student group.

Enrollment by Student Group 2013-14	
	Percentage
African American	32.4%
American Indian	-
Asian	9.9%
Filipino	-
Hispanic or Latino	37.3%
Pacific Islander	4.2%
White	14.1%
Two or More	2.1%
None Reported	-
English Learners	19.0%
Socioeconomically Disadvantaged	95.8%
Students with Disabilities	19.7%

School Enrollment & Attendance (School Year 2013-14)

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement and regular daily attendance is a priority at Vista Nueva High School. Student attendance is carefully monitored to identify those students exhibiting excessive absences.

Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. The school monitors student attendance very closely, makes phone calls to parents on a daily basis, and will send letters home if absences become a problem.

Students are referred to the School Attendance Review Team (SART) and if needed to the School Attendance Review Board (SARB) when they have persistent attendance and behavior problems in school, and when the normal avenues of classroom, school, and district counseling are not effective.

This chart illustrates the enrollment trend by grade level for the past three school years.

Enrollment Trend by Grade Level			
	2011-12	2012-13	2013-14
9th	1	-	-
10th	12	9	9
11th	43	56	35
12th	102	89	98

A. 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; and
- School facilities are maintained in good repair.

Highly Qualified Teachers (School Year 2013-14)

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified". Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. For more information, see the CDE Improving Teacher and Principal Quality Web page at: http://www.cde.ca.gov/nclb/sr/tq/.

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

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	91.2%	8.8%
District	75.3%	24.7%
High-Poverty Schools in District	75.3%	24.7%
Low-Poverty Schools in District	N/A	N/A

Teacher Assignment

The district recruits and employs the most qualified credentialed teachers. This chart shows information about teacher credentials.

Teacher Credential Status				
	School			District
	12-13	13-14	14-15	14-15
Fully Credentialed	9	0	7	1181
Without Full Credentials	0	0	0	14
Working Outside Subject	0	0	4	53

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			
	12-13	13-14	14-15
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Instructional Materials (School Year 2014-15)

Twin Rivers Unified held a public hearing on October 7, 2014, and determined that each school within the district had 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 for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators.

All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in June 2014, about the quality, currency, and availability of the standards-aligned textbooks and the instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
9th-12th	ELD	National Geographic / Hampton Brown	2008	Yes	0.0%
9th-12th	English/Language Arts	McDougal Littell	2002	Yes	0.0%
12th	Health	Holt	2004	Yes	0.0%
11th	History/Social Studies	Glencoe/McGraw Hill	2006	Yes	0.0%
10, 12	History/Social Studies	Pearson/Prentice Hall	2007	Yes	0.0%
10th-12th	History/Social Studies	Pearson/Prentice Hall	2006	Yes	0.0%
9th-12th	Mathematics	College Preparatory Math	2014	Yes	0.0%
9th-12th	Mathematics	Houghton Mifflin/ McDougal Littell	2008	Yes	0.0%
9th-12th	Mathematics	Key Curriculum	2004	Yes	0.0%
10th-12th	Science	Glencoe/McGraw Hill	2007	Yes	0.0%
9th-12th	Science	Holt	2007	Yes	0.0%
10th-12th	Science	Pearson/Prentice Hall	2006	Yes	0.0%

Science Lab Equipment

The school stocks an adequate supply of equipment for its students. Inventory includes, but is not limited to: microscopes, slides, ring stands, clamps, support rings, utility clamps, test tubes, test tube holders and brushes, tongs, flasks, beakers, and Bunsen burners. For more information, please call the school office.

School Facilities & Safety (School Year 2014-15)

Vista Nueva Technology High School was originally constructed in 1956. The campus is currently comprised of 14 classrooms, a multipurpose room, and a staff lounge..

The safety of students and staff is a primary concern at Vista Nueva Career and Technology High. The School Site Safety Plan is evaluated and revised annually in the fall by school site staff members. Revisions to the safety are communicated to all staff members annually. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards.

The table shows the results of the most recent school facilities inspection. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. All schools are on a regular cleaning schedule. Each classroom is swept or vacuumed and the trash emptied. The cafeteria, gym, and all restrooms are cleaned daily. Grounds are groomed on a rotating basis, with trash, lawn, and plumbing issues addressed daily.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. One full-time custodian ensures that all classrooms and facilities are in adequate condition.

A work order process is used to ensure efficient service that emergency repairs are given the highest priority. At the time of publication, 100% of the restrooms are in complete working order.

School Facility Conditions				
Date of Last Inspection: 03/17/2014				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			Multipurpose Room/Cafeteria - Air vent is broken, basketball hoop is injury hazard.
Interior	X			Rm. 2 Water stained ceiling tiles; Multipurpose Room/Cafeteria - Ceiling tiles are missing.
Cleanliness (Overall Cleanliness, Pest/ Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			Kitchen - Paint chipping on beam in freezer.
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			Room 10 - Trip hazard/ water cover is missing on walkway. Multipurpose Room/Cafeteria - Dry rot on door frame.

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, paving, and floor systems. For the 2014-15 school year, the district has budgeted $1,775,000.00 for the deferred maintenance program. This represents 0.72% of the district's general fund budget.

B. Pupil Outcomes State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its predecessor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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/Standardized Testing and Reporting Results

California EC Section 60640 authorized the replacement of the Standardized Testing and Reporting (STAR) Program with a new assessment program, referred to as the CAASPP. On March 7, 2014, the U.S Department of Education (ED) approved California's waiver request for flexibility in assessment and accountability provisions of Title I of the Elementary and Secondary Education Act (ESEA). Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in science (for grades 5, 8, and 10), for the most recent three-year period.

The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

California Assessment of Student Performance and Progress									
Subject	School			District			State		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
Science	*	*	*	46	44	48	60	59	60

California Assessment of Student Performance and Progress	
Subgroups	
Subject	Science
District	48
School	*
Males	*
Females	*
African American/ Black	*
American Indian	*
Asian	*
Filipino	*
Hispanic	*
Pacific Islander	*
White	*
Socioeconomically Disadvantaged	*
Students with Disabilities	*
Migrant Education	*
Two or More Races	*

Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/language arts, mathematics, and social science, for the most recent three-year period. NOTE: CST was last administered in 2012-13.

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

California Standards Test (CST)									
Subject	School			District			State		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
English/Language Arts	5	15	7	40	42	40	54	56	55
Mathematics	*	*	*	41	41	40	49	50	50
History/Social Science	4	12	15	29	31	31	48	49	49

Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

The table displays the school's API ranks and actual API point changes by student group for the past three years.

API School Results			
	2010	2011	2012
Statewide	B	B	B
Similar Schools	B	B	B
Group	10-11	11-12	12-13
All Students at the School			
Actual API Change	C	-44	22

UC/CSU Course Completion

Students at Vista Nueva Career and Technology High 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'.

UC/CSU Course Enrollment	
	Percentage
Student Enrolled in Courses Required for UC/CSU Admission (2013-14)	63.5%
Graduates Who Completed All Courses Required for UC/CSU Admission (2012-13)	-

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

Career Technical Education Participation

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 participate in CTE?	78
What percent of the school's pupils complete a CTE program and earn a high school diploma?	-
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	0.0%

State Priority: Other Pupil Achievement

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

• Pupil outcomes in the subject areas of English, mathematics, and physical education.

Physical Fitness (School Year 2013-14)

In the spring of each year, Twin Rivers Unified schools are required by the state to administer a physical fitness test to all students in 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 that meet or exceed the standards in all six fitness areas are considered to be physically fit or in the healthy fitness zone (HFZ).

California High School Exit Examination (CAHSEE) Results for All Grade Ten Students (School Year 2013-14)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English language/ arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.

The first table displays the percent of students achieving at the Proficient or Advanced level for the past three years.

The second table displays the percent of students, by group, achieving at each performance level in English language/arts and math separately for the most recent testing period.

CAHSEE By Subject for All Grade Ten Students									
	2011-12			2012-13			2013-14		
	School	District	State	School	District	State	School	District	State
English	7	37	56	-	34	57	-	32	56
Mathematics	-	37	58	-	35	60	8	34	62

CAHSEE By Student Group for All Grade Ten Students						
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students District	61	23	16	58	31	12
All Students School	0	0	0	92	8	0
Socioeconomically Disadvantaged	0	0	0	91	9	0

C. 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 schoolsite.

Parent & Community Involvement (School Year 2014-15)

Parents play an important role at Vista Nueva High School through active participation and involvement in the School Site Council (SSC). They can also take advantage of supporting their students by attending back to school night and Open House.

Contact Information

Parents who wish to participate in Vista Nueva Career Technology High School's leadership teams, school committees, school activities or become a volunteer please contact the school's office at (916) 566-2750. Parents may also contact individuals at the school site by using the school website.

State Priority: Pupil Engagement

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

• High school dropout rates; and
• High school graduation rates.

Dropout & Graduation Rates (Four-Year Cohort Rate)

Vista Nueva Career and Technology High School believes that effective instruction consists of the continuous building of new concepts upon existing ones and requires regular attendance and participation. In hopes of preventing and reducing dropouts, the following programs are made available to students: "Charge" (Credit Recovery), academic counseling, and tutoring with our mentoring group.

Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in the table.

Graduation & Dropout Rates			
	10-11	11-12	12-13
Dropout Rate	21.6%	19.4%	16.4%
Graduation Rate	68.7%	72.3%	75.3%

Completion of High School Graduation Requirements - Class of 2013

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2013-14 school year in the 12th grade, the table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at http://www.cde.ca.gov/ta/tg/hs/.

Completion of High School Graduation Requirements			
	School	District	State
All Students	75.3%	67.1%	84.6%
African American/Black	70.8%	61.6%	75.9%
American Indian	0%	53.1%	77.8%
Asian	76.9%	81%	92.9%
Filipino	0%	68.8%	92.2%
Hispanic or Latino	87.5%	61.3%	80.8%
Pacific Islander	40%	66.7%	84.1%
White	55.6%	73.7%	90.2%
Two or More Races	66.7%	73.1%	89%
English Learners	79.2%	49.3%	53.7%
Socioeconomically Disadvantaged	90.1%	69.7%	82.6%
Students with Disabilities	105.9%	55.1%	60.3%

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

Discipline & Climate for Learning

Vista Nueva High School fosters an atmosphere that is conducive to learning, both on campus and at related activities. The school places emphasis on the safety and well-being of everyone at the school and believes that students have a right to learn and teachers have a right to teach. School rules and policies, outlining dress code, attendance, and disciplinary procedures are sent home to parents and students each summer. These rules are reviewed at the Student Orientation and Back to School Night.

The Suspensions and Expulsions table illustrates the unduplicated number of students suspended as well as the percentage of enrollment (students suspended divided by enrollment). Expulsions occur only when required by law or when all other alternatives are exhausted.

Suspensions & Expulsions						
	School			**District**		
	11-12	12-13	13-14	11-12	12-13	13-14
Suspensions	84	102	88	5588	5607	5513
Suspension Rate	53.2%	66.2%	62.0%	17.7%	17.8%	17.7%
Expulsions	1	2	0	18	12	20
Expulsion Rate	0.6%	1.3%	0.0%	0.1%	0.0%	0.1%

The three-year statewide rates for comparison are as follows:

2011-12: 5.7%
2012-13: 5.1%
2013-14: 4.4%

The statewide expulsion rate has been 0.1% for each of the last three years.

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.

Adequate Yearly Progress (School Year 2013-14)

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

• Participation rate on the state's standards-based assessments in English/Language Arts (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).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
	School		**District**	
Made AYP Overall	No		N/A	
Met AYP Criteria	**English - Language Arts**	**Mathematics**	**English - Language Arts**	**Mathematics**
Participation Rate	Yes	Yes	N/A	N/A
Percent Proficient	No	No	N/A	N/A
API School Results	N/A		N/A	
Graduation Rate	Yes		N/A	

Federal Intervention Program (School Year 2014-15)

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 (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

For detailed information about PI identification, see the CDE PI Status Determinations Web page: http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Programs		
	School	**District**
Program Improvement (PI) Status	In PI	In PI
First Year in PI	2005-2006	2010-2011
Year in PI (2014-15)	Year 5	Year 3
# of Schools Currently in PI	-	51
% of Schools Identified for PI	-	100.0%

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page at http://www.universityofcalifornia.edu/admissions/.

California State University

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

• Specific high school courses
• Grades in specified courses and test scores
• Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page at http://www.calstate.edu/admission/admission.shtml.

Class Size

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.

Class Size Distribution											
				Classrooms Containing:							
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	12	13	14	12	13	14	12	13	14	12	13	14
By Subject Area											
English	18	11	14	8	20	12	2	1	3	-	-	-
Mathematics	14	12	10	10	12	17	2	3	-	-	-	-
Science	9	11	7	5	7	8	-	1	-	-	-	-
Social Science	15	13	10	7	8	12	3	5	2	-	-	-

School Leadership

Leadership at Vista Nueva High School is a responsibility shared between district administration, site administration, instructional staff and parents. Primary leadership duties have been assumed by Mr. Bob Wilkerson. Opportunities for leadership include:

• Department Teams
• School Site Council
• Leadership Team

Counseling & Support Staff (School Year 2013-14)

In addition to academics, the staff at Vista Nueva Career and Technology High School strives to assist students in their social and personal development. Staff members are trained to recognize at-risk behavior in all students. The school values the importance of on-site counseling and has procedures in place to ensure that students receive the services they need. *the pupil-to-counselor ratio is 142:1.*The table lists the support service personnel available at Vista Nueva Career and Technology High School.

Vista Nueva Career and Technology High School teachers are sensitive to the unique needs of English Language Learner (ELL) students. ELL students are identified early and placed in self-contained classrooms until they are proficent enough to be mainstreamed.

Some students have exceptional academic needs that can be met through the Resource Specialist Programs (RSP). RSP students receive additional instruction in identified academic areas based on Individual Education Plans (IEPs).

The school employs a full-time RSP/SDC teacher and a full-time RSP/SDC Paraprofessional who provide instruction within the general education classroom and through pull-out groups. 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.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Academic Counselor	1	1.0
Nurse	1	0.10
Psychologist	1	0.33
RSP/SDC Paraeducator	1	1.0
RSP/SDC Teacher	1	1.0

Teacher Evaluation & Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and both formal and non-formal, non-evaluative observations are designed to promote high quality instruction as well as comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year.

Evaluations are conducted by an administrator, who has been trained and certified for competency to perform teacher evaluations. Evaluation criteria are adapted from the California Standards for the Teaching Profession and address the following domains: Engaging and Supporting All Students in Learning, Creating and Maintaining Effective Environments. Understanding and Organizing Subject Matter, Planning Instruction and Designing Learning Experiences, Assessing Student Learning, and Developing as a Professional Educator.

Teachers and other certificated staff build skills and develop educational concepts through the participation in conferences and after school workshops throughout the year. In the 2013-2014 school year, Twin Rivers Unified School District offered 2 non-student professional development days for elementary teachers and secondary teachers. Professional Learning Communities (PLCs) were organized, met regularly, and collaborated during dedicated periods at each school site during late-start days. Professional development sessions were focused on Transitioning/Implementation of the Common Core Standards for all grade levels. These strategies include teaching practices for promoting 21st century skills. For the 2013-2014 year, the district supported approximately 73 beginning teachers through the district's BTSA program and coached a cohort of NBCT (National Board Certification for Teachers) candidates. TRUSD recognized 5 brand-new National Board Certified Teachers at the end of the year.

School Site Teacher Salaries (Fiscal Year 2012-13)

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
School	$72,599
District	$68,898
Percentage of Variation	5.4%
School & State	
All Unified School Districts	$70,720
Percentage of Variation	2.6%

Teacher & Administrative Salaries (Fiscal Year 2012-13)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site, www.cde.ca.gov.

Average Salary Information Teachers - Principal - Superintendent 2012-13		
	District	State
Beginning Teachers	$40,000	$41,761
Mid-Range Teachers	$54,473	$66,895
Highest Teachers	$85,204	$86,565
Elementary School Principals	$100,560	$108,011
Middle School Principals	$105,080	$113,058
High School Principals	$114,809	$123,217
Superintendent	$205,358	$227,183
Salaries as a Percentage of Total Budget		
Teacher Salaries	37.0%	38.0%
Administrative Salaries	6.0%	5.0%

Expenditures & Services Funded (Fiscal Year 2012-13)

Based on 2012-13 FY audited financial statements, the table provides a comparison of a school's per pupil funding from unrestricted sources with other schools throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	$13,168
From Supplemental/Restricted Sources	$10,423
From Basic/Unrestricted Sources	$2,746
District	
From Basic/Unrestricted Sources	$4,698
Percentage of Variation between School & District	-41.5%
State	
From Basic/Unrestricted Sources	$4,690
Percentage of Variation between School & State	-41.4%

In addition to general state funding, Twin Rivers Unified School District receives state and federal funding for the following categorical funds and other support programs:

• Targeted Instruction Improvement Block Grant**
• PE Block Grant**
• School and Library Improvement Block Grant**
• EIA-LEP
• Gifted and Talented Education
• EIA-SCE
• Carl Perkins
• Healthy Start
• Quality Education Investment Act
• Medi-Cal
• After School Education & Safety
• Head Start
• State Lottery
• English Language Acquisition Program
• Title II
• CA Partnership Academies
• Title I
• Charter School Fund
• Title III
• Special Education
• Pupil Retention Block Grant

Supplemental/Restricted expenditures come from money that 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, is not controlled by law or donor.

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.

Curriculum Development

All curriculum development at Vista Nueva Career and Technology High School revolves around the California State Content Standards and Frameworks. The writing and implementation of the Twin Rivers Unified School District's curriculum is an ongoing process. The district's curriculum guides are updated regularly to align with the state standards, district goals, and the statewide assessment program. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels.