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

CDS Code: 34-76505-3430881
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(916) 566-2750

## 2014-15 School Accountability Report Card
### Published in 2015-16 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/.
- 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.

## Principal's Message

Welcome students, parents, teachers and staff to 2015-16 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 five 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.

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

## 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 2015-16)

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.

## Enrollment By Ethnicity Or Student Group (School Year 2015-16)

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

| Enrollment by Student Group | |
|---|---|
| **2014-15** | |
| | Percentage |
| Black or African American | 32.5% |
| American Indian or Alaska Native | 2.5% |
| Asian | 6.1% |
| Filipino | 1.2% |
| Hispanic or Latino | 42.3% |
| Native Hawaiian or Pacific Islander | 1.2% |
| White | 9.2% |
| Two or More Races | 4.9% |
| English Learners | 22.1% |
| Socioeconomically Disadvantaged | 86.5% |
| Students with Disabilities | 14.7% |
| Foster Youth | 0.6% |

## School Enrollment & Attendance (School Year 2014-15)

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 the 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 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 | | | |
|---|---|---|---|
| | 2012-13 | 2013-14 | 2014-15 |
| 10th | 9 | 9 | 6 |
| 11th | 56 | 35 | 55 |
| 12th | 89 | 98 | 104 |

## 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 2015-16)

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 Highly Qualified Teachers | % of Core Academic Courses Taught By Non-Highly Qualified Teachers |
|---|---|---|
| School | 100.0% | 0.0% |
| All Schools in District | 78.5% | 21.5% |
| High-Poverty Schools in District | 78.5% | 21.5% |
| 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 |
|---|---|---|---|---|
| | 13-14 | 14-15 | 15-16 | 15-16 |
| Fully Credentialed | 0 | 7 | 12 | 1270 |
| Without Full Credentials | 0 | 0 | 0 | 21 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 4 | 6 | 43 |

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 | 13-14 | 14-15 | 15-16 |
|---|---|---|---|
| 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 2015-16)

Twin Rivers Unified held a public hearing on October 6, 2015, 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 2015, 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 Board | 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 Facility Conditions** | | | |
|---|---|---|---|
| Date of Last Inspection: 03/20/2015 | | | |
| Overall Summary of School Facility Conditions: Good | | | |
| Items Inspected | Facility Component System Status | | Deficiency & Remedial Actions Taken or Planned |
| | Good | Fair | Poor | |

| Items Inspected | Good | Fair | Poor | Deficiency & Remedial Actions Taken or Planned |
|---|---|---|---|---|
| Systems (Gas Leaks, Mech/HVAC, Sewer) | X | | | |
| Interior | X | | | RM 7 - water stains ceiling tiles/ceiling tiles are missing (no pics, testing); MPR/CAFETERIA - ceiling tiles are loose, missing. |
| Cleanliness (Overall Cleanliness, Pest/Vermin Infestation) | X | | | |
| Electrical | X | | | RM 13 - inadequate lighting/2 light panels are out. |
| Restrooms/Fountains | X | | | |
| Safety (Fire Safety, Hazardous Materials) | X | | | KITCHEN - paint chipping on beam by freezer. |
| Structural (Structural Damage, Roofs) | X | | | ADMIN BLDG - paint is faded/chipping on trim/walls front of bldg. |
| External (Grounds, Windows, Doors, Gates, Fences) | X | | | RM 10 - trip hazard/water cover is missing on walkway. MPR/CAFETERIA - dry rot on door frame. |

## School Facilities & Safety (School Year 2015-16)

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 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.

### Deferred Maintenance Budget

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 2015-16 school year, the district has budgeted $1,775,000.00 for the deferred maintenance program. This represents 0.60% of the district's general fund budget.

# 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); 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 Standards Test

The California Standards Test (CST), a component of the CAASPP 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 science (for grades 5, 8, and 10), for the most recent three-year period. For detailed information regarding the results for each grade and performance level, see the CDE CAASPP Results Web site at http://caaspp.cde.ca.gov/caaspp2015/Index.aspx.

| California Standards Test Percentage of Students Meeting or Exceeding State Standards | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Subject | School | | | District | | | State | | |
| | 2013 | 2014 | 2015 | 2013 | 2014 | 2015 | 2013 | 2014 | 2015 |
| Science (Grades 5, 8, and 10) | * | * | * | 43 | 47 | 43 | 59 | 60 | 56 |

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

## California Assessment of Student Performance and Progress

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. All students in grades three through eight and eleven were assessed using computer-based tests in English/Language Arts and Mathematics; students in grades five, eight, and ten were also tested in Science. Science assessments were paper-based and included California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Students receive an overall score for each subject, ranging from 2,000 to 3,000. Overall scores are reported within one of four levels:

- Performance Level 1: Standard not met - Needs substantial improvement for success in future coursework.
- Performance Level 2: Standard nearly met - May require further development for success in future coursework.
- Performance Level 3: Standard met - Demonstrates progress toward mastery.
- Performance Level 4: Standard exceeded - Demonstrates advanced progress toward mastery.

ELA results include information about the students' performance in the areas of reading, writing, listening, and research. Reports of mathematics results include information about students' performance in problem solving, using concepts and procedures, and communicating mathematical reasoning.

The table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English Language Arts/Literacy (grades 3-8 and 11) and math (grades 3-8 and 11).

| California Assessment of Student Performance and Progress | | | |
|---|---|---|---|
| Percent of Students Meeting or Exceeding the State Standards | | | |
| Subject | School | District | State |
| English Language Arts/Literacy (Grades 3-8 and 11) | 0 | 26 | 44 |
| Mathematics (Grades 3-8 and 11) | 0 | 21 | 33 |

The following tables display information on student achievement at each performance level in English/Language Arts and Mathematics for the school by student groups for grades three through eight and eleven.

Note: A student is defined as socioeconomically disadvantaged if the student was eligible for the free or reduced-price lunch program (also known as the National School Lunch Program or NSLP), migrant, foster youth or homeless, or neither of the student's parents was a high school graduate.

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.

| | | English-Language Arts | | | | | | Mathematics | | | | | |
| | | | | Percent Achievement Level | | | | | | Percent Achievement Level | | | |
| Student Groups | Total Enrollment | Number Tested | Percent Tested | One | Two | Three | Four | Number Tested | Percent Tested | One | Two | Three | Four |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| All Students | 80 | 40 | 50 | 0 | 0 | 0 | 0 | 48 | 60 | 60 | 0 | 0 | 0 |
| Male | 80 | 21 | 26.3 | 0 | 0 | 0 | 0 | 24 | 30 | 58 | 0 | 0 | 0 |
| Female | 80 | 19 | 23.8 | 0 | 0 | 0 | 0 | 24 | 30 | 63 | 0 | 0 | 0 |
| Black or African American | 80 | 18 | 22.5 | 0 | 0 | 0 | 0 | 19 | 23.8 | 74 | 0 | 0 | 0 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Asian | 80 | 1 | 1.3 | -- | -- | -- | -- | 2 | 2.5 | -- | -- | -- | -- |
| Filipino | 80 | 1 | 1.3 | -- | -- | -- | -- | 1 | 1.3 | -- | -- | -- | -- |
| Hispanic or Latino | 80 | 15 | 18.8 | 0 | 0 | 0 | 0 | 18 | 22.5 | 56 | 0 | 0 | 0 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| White | 80 | 2 | 2.5 | -- | -- | -- | -- | 2 | 2.5 | -- | -- | -- | -- |
| Two or More Races | 80 | 3 | 3.8 | -- | -- | -- | -- | 5 | 6.3 | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 80 | 30 | 37.5 | 0 | 0 | 0 | 0 | 35 | 43.8 | 63 | 0 | 0 | 0 |
| English Learners | 80 | 4 | 5 | -- | -- | -- | -- | 7 | 8.8 | -- | -- | -- | -- |
| Students with Disabilities | 80 | 1 | 1.3 | -- | -- | -- | -- | 0 | 0 | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |

**California Assessment of Student Performance and Progress - Grade 11**

## 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 |
| Students Enrolled in Courses Required for UC/CSU Admission (2014-15) | 99.4% |
| Graduates Who Completed All Courses Required for UC/CSU Admission (2013-14) | - |

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

## 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 2014-15)

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).

| Percentage of Students in Healthy Fitness Zone 2014-15 | | | |
|---|---|---|---|
| Grade Level | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| *Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.* | | | |

## California High School Exit Examination (CAHSEE) Results for All Grade Ten Students (School Year 2014-15)

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 | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | 2012-13 | | | 2013-14 | | | 2014-15 | | |
| | School | District | State | School | District | State | School | District | State |
| English | - | 34 | 57 | - | 32 | 56 | - | 33 | 58 |
| Mathematics | - | 35 | 60 | 8 | 34 | 62 | - | 36 | 59 |

| CAHSEE By Student Group for All Grade Ten Students | | | | | | |
|---|---|---|---|---|---|---|
| | English | | | Mathematics | | |
| | % Not Proficient | % Proficient | % Advanced | % Not Proficient | % Proficient | % Advanced |
| All Students District | 61 | 24 | 16 | 57 | 33 | 10 |
| All Students School | 0 | 0 | 0 | 0 | 0 | 0 |
| Male | 0 | 0 | 0 | 0 | 0 | 0 |
| Female | 0 | 0 | 0 | 0 | 0 | 0 |
| Black or African American | 0 | 0 | 0 | 0 | 0 | 0 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 0 | 0 | 0 | 0 | 0 | 0 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 | 0 |
| White | 0 | 0 | 0 | 0 | 0 | 0 |
| English Learners | 0 | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 0 | 0 | 0 | 0 | 0 | 0 |
| Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 0 | 0 | 0 | 0 | 0 | 0 |

# 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 2015-16)

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: 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 | | | | | | |
|---|---|---|---|---|---|---|
| | Suspensions | | | Expulsions | | |
| | 12-13 | 13-14 | 14-15 | 12-13 | 13-14 | 14-15 |
| School | 23.2% | 26.7% | 7.2% | 0.8% | 0.0% | 0.0% |
| District | 9.3% | 8.8% | 7.7% | 0.0% | 0.1% | 0.0% |
| State | 5.1% | 4.4% | 3.8% | 0.1% | 0.1% | 0.1% |

## Safe School Plan (School Year 2015-16)

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 plan 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.

# 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 | | | | | | |
|---|---|---|---|---|---|---|
| | Dropout | | | Graduation | | |
| | 11-12 | 12-13 | 13-14 | 11-12 | 12-13 | 13-14 |
| School | 19.4% | 16.4% | 15.3% | 72.3% | 75.3% | 77.6% |
| District | 19.4% | 16.4% | 15.3% | 72.3% | 75.3% | 77.6% |
| State | 13.1% | 11.4% | 11.5% | 78.9% | 80.4% | 81.0% |

## Completion of High School Graduation Requirements - Class of 2015

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 2014-15 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/.

# 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 2014-15)

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.
• 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, district, and state performance are displayed in the chart.

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

## Federal Intervention Program (School Year 2015-16)

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 (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 (2015-16) | Year 5 | Year 3 |
| # of Title I Schools Currently In PI | - | 48 |
| % of Title I Schools Currently In PI | - | 90.6% |

## 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 | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Average Class Size | | | Classrooms Containing: | | | | | | | | |
| | | | | 1-20 Students | | | 21-32 Students | | | 33+ Students | | |
| | 13 | 14 | 15 | 13 | 14 | 15 | 13 | 14 | 15 | 13 | 14 | 15 |
| By Subject Area | | | | | | | | | | | | |
| English | 11 | 11 | 12 | 20 | 20 | 16 | 1 | 1 | 2 | - | - | - |
| Mathematics | 12 | 12 | 15 | 12 | 12 | 11 | 3 | 3 | 4 | - | - | - |
| Science | 11 | 11 | 10 | 7 | 7 | 6 | 1 | 1 | - | - | - | - |
| Social Science | 13 | 13 | 11 | 8 | 8 | 13 | 5 | 5 | 2 | - | - | 1 |

## 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 2014-15)

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 165:1.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 2014-2015 school year, Twin Rivers Unified School District offered 5 non-student professional development days for 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, 21st Century Learning Skills, and Implementation of PLCs. For the 2014-2015 year, the district supported approximately 100 beginning teachers through the district's BTSA program and coached a cohort of NBCT (National Board Certification of Teachers) candidates.

## 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.

## 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.

## School Site Teacher Salaries (Fiscal Year 2013-14)

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 | $74,159 |
| District | $71,162 |
| Percentage of Variation | 4.2% |
| School & State | |
| All Unified School Districts | $72,971 |
| Percentage of Variation | 1.6% |

## Teacher & Administrative Salaries (Fiscal Year 2013-14)

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 2013-14 | | |
|---|---|---|
| | District | State |
| Beginning Teachers | $40,800 | $43,165 |
| Mid-Range Teachers | $55,607 | $68,574 |
| Highest Teachers | $84,942 | $89,146 |
| Elementary School Principals | $100,560 | $111,129 |
| Middle School Principals | $105,080 | $116,569 |
| High School Principals | $114,809 | $127,448 |
| Superintendent | $205,358 | $234,382 |
| Salaries as a Percentage of Total Budget | | |
| Teacher Salaries | 32.0% | 38.0% |
| Administrative Salaries | 5.0% | 5.0% |

## Expenditures & Services Funded (Fiscal Year 2013-14)

Based on 2013-14 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 | $13,172 |
| From Supplemental/Restricted Sources | $1,974 |
| From Basic/Unrestricted Sources | $11,198 |
| District | |
| From Basic/Unrestricted Sources | $5,201 |
| Percentage of Variation between School & District | 115.3% |
| State | |
| From Basic/Unrestricted Sources | $5,348 |
| Percentage of Variation between School & State | 109.4% |

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.

## District Revenue Sources (Fiscal Year 14-15)

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