



Vista Continuation High School

11300 Wright Road. • Lynwood, CA 90262 • (310) 603-1516 • Grades 9-12

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2016-17 School Accountability Report Card Published During the 2017-18 School Year



Lynwood Unified School District

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School Description

Vista Continuation High School is a school of opportunity. Vista's educational program serves the continuation high school needs at Lynwood Unified School District. Vista has an ethnically diverse urban population of approximately 200 students. Currently, 98% are Hispanic, 1% African-American, and 1% other. Vista serves students in grades 10-12 who are lacking 30 credits or more. About 25% of the students are receiving some personal counseling. Some of the counseling services are offered by outside agencies to treat drug use, depression, and anger management. Students attend six periods a day from 8:30 a.m. to 2:37 p.m. Vista Continuation High School employs highly qualified teachers who have met all credentialing requirements by the state of California guidelines. Currently, there are nine highly qualified teachers on staff: two English teachers, one math teacher, two science teachers, two social studies teachers, one art/Spanish teacher, one special education teacher, and one military science teacher. The support staff includes one Assistant Principal, one full-time Campus Safety, one Health Technician, one Attendance Clerk, one Records Clerk, one Secretary, one Office Assistant, two Custodians, one Counselor and the School Principal.

The mission of Vista High School is aligned to the mission statement of Lynwood Unified School District. Our mission at Vista High School is to provide students with a nurturing learning environment that promote academic achievement, fosters personal growth, respect for the rights and diversity of others, and cultivates the attitudes, skills, and values necessary for students to become lifelong learners, responsible citizens, and productive members of society. School goals are embraced within the Expected School-wide Learning Results (ESLR'S) developed by staff and other stakeholders during the school year. Vista High School's ESLR statement indicates that we will prepare our graduates to possess the knowledge and skills to become:

1. Effective communicators who read and write proficiently and speak correctly.
2. Productive thinkers who demonstrate knowledge and understanding of key facts, concepts and principles, processes, and skills in all areas of instruction.

About the SARC

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 10	1
Grade 11	61
Grade 12	152
Total Enrollment	214

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	6.5
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	93
Native Hawaiian or Pacific Islander	0
White	0.5
Two or More Races	0
Socioeconomically Disadvantaged	96.3
English Learners	24.8
Students with Disabilities	7.9
Foster Youth	0

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 Credentials			
Vista Continuation High School	15-16	16-17	17-18
With Full Credential	11	11	12
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Lynwood Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Vista Continuation High School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments			0
Vacant Teacher Positions	0	0	

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report.

We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2016–2017 school year and whether those textbooks covered the California Content Standards.

Textbooks and Instructional Materials Year and month in which data were collected: 12/2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Holt Literature and Language Arts 3rd ed., 9th English/Language Arts 2003 Holt Literature and Language Arts 4th ed., 10th English/Language Arts 2003 Holt Literature and Language Arts 5th ed., 11th English/Language Arts 2004 Holt Literature and Language Arts, 12th English/Language Arts 2003 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	McDougal Littell, Algebra 1, Algebra 2 Math 2001 McDougal Littell, Geometry Math 2004 McDougal Littell, Statistics Math 2004 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Holt, Rinehart, Winston, Biology Science 2007 Pearson, Anatomy Science 2007 Holt, Rinehart, Winston, Physics Science 2007 Holt, Rinehart, Winston, Chemistry Science 2007 Glencoe McGraw-Hill, Glencoe Health Science 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Holt, Rinehart, Winston, World History Social Studies 2006 Holt, Rinehart, Winston, US History - American Nation Social Studies 2003 Prentice Hall, American Government Social Studies 2005 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The building has been here a long time dating back before 1984. The condition of the school ground is in very good shape, including the restrooms.

There has been major improvement and remodeling at this school site. A new building has been added and offices have been upgraded. New painting throughout the campus was completed during the summer of 2013.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected:				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer				[STATUS AS OF Sep 29 2013] HVAC and controls repaired.
Interior: Interior Surfaces				[STATUS AS OF Sep 29 2013] Surface repaired.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation				
Electrical: Electrical				[STATUS AS OF Sep 29 2013] Breakers replaced.
Restrooms/Fountains: Restrooms, Sinks/ Fountains				[STATUS AS OF Sep 29 2013] Fixtures replaced.
Safety: Fire Safety, Hazardous Materials				
Structural: Structural Damage, Roofs				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences				
Overall Rating	Exemplary	Good	Fair	Poor

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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	2	7	32	33	48	48
Math		0	20	22	36	37

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science		--		35		56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	91	57	62.64	7.14
Male	61	42	68.85	7.32
Female	30	15	50	6.67
Black or African American	--	--	--	--
Hispanic or Latino	84	52	61.9	7.84
Native Hawaiian or Pacific Islander	--	--	--	--
Socioeconomically Disadvantaged	89	56	62.92	7.27
English Learners	33	24	72.73	4.17
Students with Disabilities	11	8	72.73	12.5

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: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; 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.

**School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	91	61	67.03	0
Male	61	42	68.85	0
Female	30	19	63.33	0
Black or African American	--	--	--	--
Hispanic or Latino	84	56	66.67	0
Native Hawaiian or Pacific Islander	--	--	--	--
Socioeconomically Disadvantaged	89	60	67.42	0
English Learners	33	23	69.7	0
Students with Disabilities	11	9	81.82	0

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: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; 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.

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 for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

We encourage our parents to attend Back-to-School Night, College and Career Fair, Title I Parent Meeting, and the Monthly meetings of the School Site Council, School Advisory Council, and the English Learners Advisory Committee. These, in addition to parent conferences and the monthly progress reports we mail home, provide parents the most complete information regarding their student's success at Vista High School.

Parents who wish to participate in Vista High School's leadership teams, school committees, school activities, or become volunteers may contact Principal Nina Denson at (310) 603-1516.

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.

School Safety Plan

Vista High School's Comprehensive School Safety Plan was developed in cooperation with School Site Council. The plan provides a means to ensure a safe and orderly learning environment. Components of the School Safety Plan include the following: child abuse reporting procedures, teacher notification of dangerous pupils, disaster response procedures, procedures for safe entering and exiting to and from school, sexual harassment policy, suspension and expulsion policies, dress code, and discipline policy. The campus is monitored by a security officer continually. The security officer and the administration monitor between class time and lunch period. Any person entering campus after the first bell (8:25 a.m.) must report to the front office. Visitors are escorted by security or office staff when visiting campus. The School Safety Plan was revised January 2017. We have scheduled practice drills for earthquake and fire situations along with lock down practices.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	6.0	4.4	8.8
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	2.5	3.4	3.5
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2006-2007
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		17
Percent of Schools Currently in Program Improvement		89.5

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1.0
Counselor (Social/Behavioral or Career Development)	0.25
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.5
Social Worker	0
Nurse	1.0
Speech/Language/Hearing Specialist	0.25
Resource Specialist	1.0
Other	1
Average Number of Students per Staff Member	
Academic Counselor	200

* 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.

Average Class Size and Class Size Distribution (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	11	11	10	24	24	25						
Mathematics	22	22	16	3	3	7	4	4	4	1	1	
Science	17	17	21	4	4	3	2	2	4			
Social Science	17	17	16	9	9	9	5	5	6			

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

Vista High School is implementing the district’s multi-year professional development plan. This plan provides training for all coaches, administrators, and teachers and includes:

- Curriculum Alignment Institutes
- Researched based professional development that supports students’ needs and based on student data
- Instructional Coach Training
- Site Administrative Training and Coaching
- Summer Strategies Training and Practicum (with ELD/Academic Language Development for English Learners) outlined throughout the year
- Professional development for teachers & administrators on instruction in Standard English for African American students which includes follow up work with teachers and students

The district has also implemented a monitoring system to ensure the effectiveness of professional development for our staff. The monitoring system includes follow up sessions and site visits from district professional development facilitators.

Additionally, Vista High School staff participate in professional development every Wednesday from 1:00 p.m.-4:00 p.m. During this time, teachers share instructional practices, collaborate in 21st century practices.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,603	\$48,522
Mid-Range Teacher Salary	\$79,532	\$75,065
Highest Teacher Salary	\$92,627	\$94,688
Average Principal Salary (ES)	\$109,493	\$119,876
Average Principal Salary (MS)	\$111,064	\$126,749
Average Principal Salary (HS)	\$123,583	\$135,830
Superintendent Salary	\$231,678	\$232,390
Percent of District Budget		
Teacher Salaries	34%	37%
Administrative Salaries	6%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

The Lynwood Unified School District is committed to academic excellence by providing the best possible learning opportunities for all students. Our district provides a wide variety of academic programs and socio-emotional services for students to reach their academic goals. Some of the programs and services provided for students in Lynwood Unified School District include:

- Title I
- Migrant Education
- SES Tutoring
- Title III - Interventions
- LCAP
- Language Proficiency Testing (CELDT)
- AVID
- Special Education Services
- Resources for Foster Youth and Homeless Students

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	10,402	181	10,222	81487.89
District	♦	♦	4852	\$77,992
State	♦	♦	\$6,574	\$77,824
Percent Difference: School Site/District			110.7	11.3
Percent Difference: School Site/ State			80.1	9.8

* Cells with ♦ do not require data.

- Common Assessment Data Compilation
- Socio-emotional and Mental Health Counseling and Resources
- Resources for Pregnant and Parenting Teens
- Positive Behavior and Support (PBIS)
- Assistance with Health Insurance Enrollment
- Afterschool Programs
- Academic Fieldtrips

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Vista Continuation High School	2013-14	2014-15	2015-16
Dropout Rate	33.5	28.1	24.3
Graduation Rate	38.71	53.33	57.24
Lynwood Unified School District	2013-14	2014-15	2015-16
Dropout Rate	18.4	12.2	10.8
Graduation Rate	73.46	80.97	83.33
California	2013-14	2014-15	2015-16
Dropout Rate	11.5	10.7	9.7
Graduation Rate	80.95	82.27	83.77

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	3
% of pupils completing a CTE program and earning a high school diploma	0%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2016-17 Students Enrolled in Courses Required for UC/CSU Admission	100
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	0

* Where there are student course enrollments.

2016-17 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English		♦
Fine and Performing Arts		♦
Foreign Language		♦
Mathematics		♦
Science		♦
Social Science		♦
All courses		

Completion of High School Graduation Requirements			
Group	Graduating Class of 2016		
	School	District	State
All Students	47.7	74.83	87.11
Black or African American	100	76.12	79.19
American Indian or Alaska Native	0	0	80.17
Asian	0	100	94.42
Filipino	0	100	93.76
Hispanic or Latino	44.91	74.78	84.58
Native Hawaiian/Pacific Islander	0	50	86.57
White	100	80	90.99
Two or More Races	0	0	90.59
Socioeconomically Disadvantaged	45.45	61.95	63.9
English Learners	42.86	48.4	55.44
Students with Disabilities	37.28	73.84	85.45
Foster Youth	100	33.33	68.19

Career Technical Education Programs

Vista High School provides Career Technical Education pathways for students within the regular school day. Students have the opportunity to seek a career pathway that will support them in succeeding in college and obtaining vocational goals.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district 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).

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.