

Vista High (Alternative)

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

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.

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	West Contra Costa Unified
Phone Number	(510) 231-1101
Superintendent	Matthew Duffy
E-mail Address	matthew.duffy@wccusd.net
Web Site	www.wccusd.net

School Contact Information (School Year 2018—19)	
School Name	Vista High (Alternative)
Street	2625 Barnard Rd.
City, State, Zip	San Pablo, Ca, 94806-2703
Phone Number	510-231-1431
Principal	Edith Jordan-McCormick
E-mail Address	edith.jordan-mccormick@wccusd.net
Web Site	www.wccusd.net
County-District-School (CDS) Code	07617960730325

Last updated: 1/10/2019

School Description and Mission Statement (School Year 2018—19)

Vista High School is an independent study alternative education school for grades 7-12. Our student population, like that of the greater district, is diverse in ethnic backgrounds and socioeconomic levels. Vista High provides a clear, well-rounded and rigorous student achievement program that addresses the full range of student needs that results in all students being prepared for a successful life. We follow the independent study format, developing individualized educational plans for each student. Our teachers assess each student weekly and develop strategies for students based on the California Common Core State Standards. We draw from all resources, both district and community, to meet the needs of our students. Our remarkable staff develops and shares a variety of strategies electronically and at weekly staff development meetings.

Vista High serves a wide range of students, students who excel in the smaller setting and the safe environment of Vista's campus. Most students come to Vista for one of three reasons. First, there are those who are drawn to independent study as a first choice because they want to pursue an individualized path to reach educational goals. Others come to Vista because they have found impediments to their education: overcrowded classes, inability to focus on specific tasks, peer pressure to follow others/not attend classes, or inappropriate class placement. The third group of students has outside obligations such as work, childcare, or other family responsibilities.

Each secondary student is assigned to one supervising teacher. During the once-a-week meeting, the supervising teacher makes appropriate assignments for the following week and reviews and evaluates the work from the previous week. Areas of strength and weakness are noted and reviewed to insure that the student is making progress towards fulfilling academic standards. Other educational opportunities are available beyond the individual meeting. Students may be enrolled in classes and/or attend labs at Vista, or do a concurrent enrollment with the local community college. Currently Vista offers biology, chemistry, middle school math, Algebra I, Algebra II, geometry, and pre-calculus as classes that meet twice a week in a more traditional classroom format with one teacher. Some students with minor credit deficiencies take limited courses through Edmentum. For additional tutoring in all subjects, open labs are held twice a week facilitated by Vista teachers.

OUR CORE VALUES

Collaboration ~ Resiliency ~ Individuality ~ Teamwork ~ Reflection

OUR MISSION - "THE HOW?"

All members of the Vista High School community work collaboratively to offer a safe and clean environment where we meet students' individual needs. All Vista students strive to achieve high expectations, meet solid academic standards, and have equal access to an enriching curriculum that enables them to reach their highest potential and provide them with a personalized academic plan, which enables students to graduate with academic, vocational, and social skills that will prepare them to be highly successful in their lives after high school including vocational education, college and their future careers.

OUR VISION - "THE WHAT?"

Vista High School's vision is to be an independent study alternative education school for grades 7-12 serving a wide range of students who excel in a small and safe campus located in the Hilltop community of Richmond. Vista High School strives to provide a transformative learning environment that has a clear, well-rounded and rigorous student achievement program that addresses the full range of student needs with the result that all students are prepared for a successful life. We follow the independent study format, developing personalized educational plans for each student. Our teachers assess each student's work weekly and develop strategies for students based on the California Common Core State Standards. We draw from many resources, including district curriculum and professional development and community partnerships, to meet the needs of our students. Our remarkable staff develops and shares a variety of strategies electronically and at weekly staff development meetings.

During each weekly student meeting, the supervising teacher creates appropriate assignments for the following week and reviews and evaluates the work from the previous week. A-G requirements, areas of strength and weakness are noted and reviewed to insure that the student is making progress towards meeting or exceeding academic standards. Other educational opportunities are available beyond the individual meeting. Students may be enrolled in classes and/or attend labs at Vista, or participate in concurrent enrollment with the local community college. Currently, Vista offers biology, chemistry, middle school math, Algebra I, Algebra II, geometry, and precalculus as classes that meet weekly. Some students with minor credit deficiencies take online courses through Cyber High or Edmentum.

OUR THEORY OF ACTION – “THE WHY?”

If we create a strong personalized school culture and teachers function as professionals in a collaborative community, then teachers develop strong SMART (Specific, Measurable, Achievable, Realistic, Time-Bound) goals and design meaningful learning experiences for students. Students will be able to monitor and assess their individual progress in each SMART goal.

If we promote a culture of learning, collaboration and constant adaptation, then we are better equipped to meet the wide array of independent study student needs.

If we celebrate effort, growth and achievement with leaders, teachers, students and parents then we will see an increase in student enthusiasm for taking on educational challenges and an overall increase in student resiliency and academic performance.

If we develop authentic, self-directed learning, and ensure students graduate with transferable academic, vocational, and social skills, then we will support their achievement in college, career education, and quality careers.

Students will:

- Think critically and solve complex problems
- Communicate effectively
- Work collaboratively
- Exhibit an academic growth mindset
- Set, monitor, and assess their individual academic goals
- Master core knowledge and skills
- Relate learning to real life experiences
- Use technology to support academic progress

Educators will:

- Evaluate and assess program
- Reflect on practice
- Work collaboratively
- Integrate technology into lesson planning

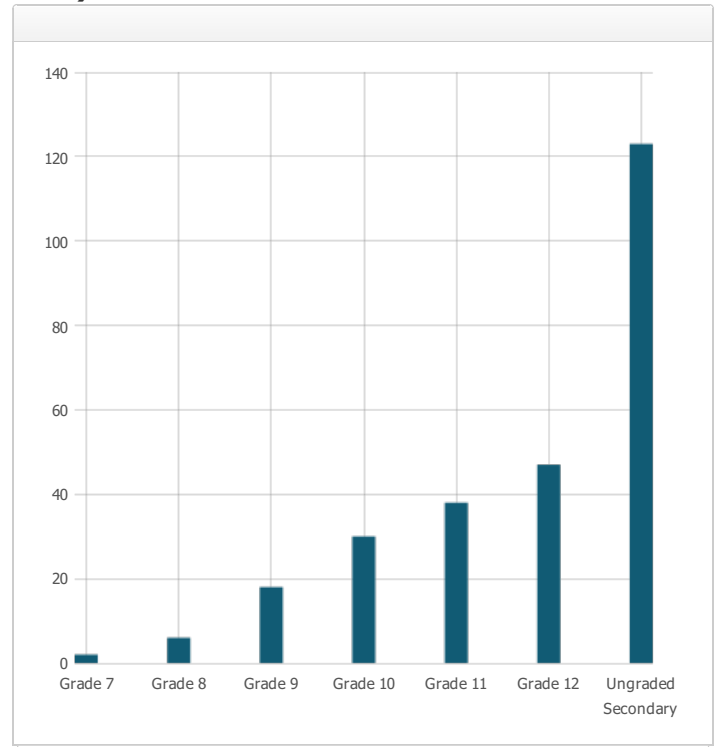
Families will:

- Support their students by providing a supportive environment at home
- Maintain excellent and frequent communication with teachers and school
- Engage in all aspects of student achievement

Last updated: 11/29/2018

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Grade 7	2
Grade 8	6
Grade 9	18
Grade 10	30
Grade 11	38
Grade 12	47
Ungraded Secondary	123
Total Enrollment	264



Last updated: 1/23/2019

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	28.0 %
American Indian or Alaska Native	%
Asian	8.0 %
Filipino	3.4 %
Hispanic or Latino	44.7 %
Native Hawaiian or Pacific Islander	0.8 %
White	12.5 %
Two or More Races	2.7 %
Other	-0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	78.0 %
English Learners	24.6 %
Students with Disabilities	54.9 %
Foster Youth	0.4 %

A. Conditions of Learning

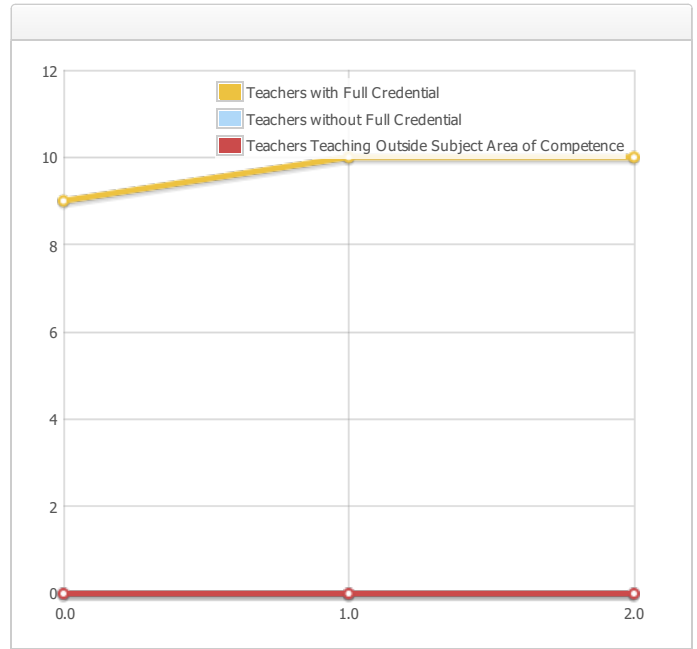
State Priority: Basic

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

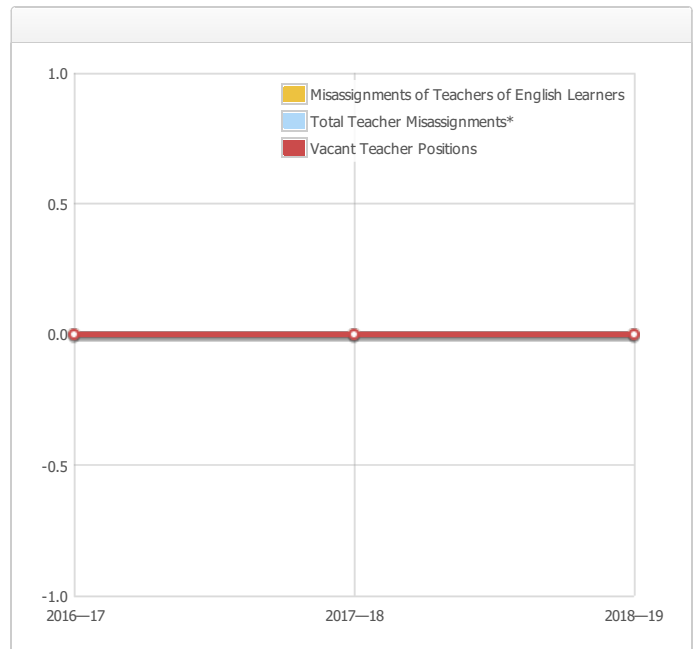
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	9	10	10	1211
Without Full Credential	0	0	0	140
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	10



Last updated: 1/23/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "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.

Last updated: 1/18/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: October 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Pearson Prentice Hall Literature, c2002 - adopted 2018 National Geographic Edge, (ELD) c2014 - adopted 2014	Yes	0.0 %
Mathematics	Pearson Algebra 1, c2015 - adopted 2017 Pearson Envision Geometry, c2015 - adopted 2018 Pearson Envision Algebra 2, c2015 - adopted 2018 Glencoe McGraw Hill Advanced Mathematical Concepts, (Pre-Calculus) c2006 - adopted 2018	Yes	0.0 %
Science	McDougal Littell Biology, c2008 - adopted 2018 Prentice Hall Chemistry, c2007 - adopted 2018 Cambridge Physics Outlet Foundations of Physics, (Physics) c2004 - adopted 2018	Yes	0.0 %
History-Social Science	Glencoe World Geography & Cultures, (Foundations of Cultural Geography) c2008 - adopted 2018 McDougal Littell Modern World History, (World History) c2006 - adopted 2018 McDougal Littell, Americans: Reconstruction to the 21st Century, (US History) c2006 - adopted 2018 McDougal Littell Magruder's American Government, (American Government) c2006 - adopted 2018 Houghton Mifflin Harcourt Economics: Concepts & Choices, (Economics) c2008 - adopted 2018	Yes	0.0 %
Foreign Language	EMC T'es Branche, (French 1-4) c2014 - adopted 2014 Prentice Hall Realidades, (Spanish 1-3) c2004 - adopted 2004 EMC Aventura, (Spanish 4) c2013 - adopted 2014	Yes	0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 6/1/2019

School Facility Conditions and Planned Improvements

WCCUSD takes great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the school uses the Facility Inspection Tool (FIT) developed by the State of California OPSC. Maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The school personnel also works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Last updated: 1/15/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: July 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Repair floor and replace tiles (Room VH5)
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: July 2018

Overall Rating	Fair
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Last updated: 6/24/2019

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	31.0%	28.0%	35.0%	36.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	7.0%	6.0%	25.0%	24.0%	37.0%	38.0%

Note: 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.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/23/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	57	53	92.98%	28.30%
Male	19	18	94.74%	5.56%
Female	38	35	92.11%	40.00%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino				
Hispanic or Latino	26	24	92.31%	25.00%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	36	34	94.44%	23.53%
English Learners	--	--	--	
Students with Disabilities	11	--	72.73%	
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

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.

Last updated: 1/23/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	57	52	91.23%	5.77%
Male	19	18	94.74%	
Female	38	34	89.47%	8.82%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino				
Hispanic or Latino	26	24	92.31%	
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	36	34	94.44%	5.88%
English Learners	--	--	--	
Students with Disabilities	11	--	63.64%	
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

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.

Last updated: 1/23/2019

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017—18 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2016—17 Graduates Who Completed All Courses Required for UC/CSU Admission	10.0%

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2017–18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	0.0%	0.0%	0.0%
9	41.7%	33.3%	33.3%

Note: 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.

Last updated: 1/23/2019

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 school site

Opportunities for Parental Involvement (School Year 2018—19)

Parental involvement begins prior to a student's enrollment at Vista High. The parent and student together must attend a Vista High orientation as part of the admission process. Every August, Vista High has a Back-to-School Orientation in which students and their parents attend to learn about the upcoming year, complete important documents, and express their interest in volunteer opportunities and serving on the School Site Council. Parents are always welcome to attend weekly student appointments. Communication is a strength as teachers call parents about their student's successes as well as their tardies, absences, and difficulties. Teachers, students, and parents review data from individualized student assessments to develop individual student educational plans. Parents play a collaborative role during the Western Association of Schools and Colleges (WASC) visitation years as members of a focus group, as well as members of our School Site Council.

State Priority: Pupil Engagement

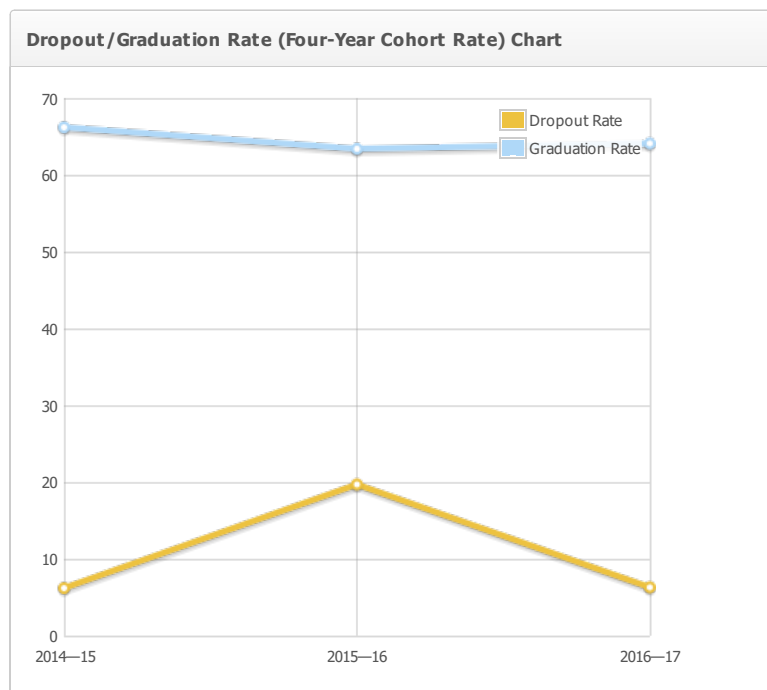
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	6.2%	19.7%	7.2%	8.7%	10.7%	9.7%
Graduation Rate	66.2%	63.4%	84.7%	83.1%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	6.3%	7.5%	9.1%
Graduation Rate	64.1%	80.2%	82.7%



For the formula to calculate the 2016—17 adjusted cohort graduation rate, see the 2017—18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/23/2019

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	80.7%	85.0%	88.7%
Black or African American	78.6%	79.7%	82.2%
American Indian or Alaska Native	0.0%	66.7%	82.8%
Asian	100.0%	94.9%	94.9%
Filipino	100.0%	95.2%	93.5%
Hispanic or Latino	76.5%	83.6%	86.5%
Native Hawaiian or Pacific Islander	0.0%	94.4%	88.6%
White	100.0%	87.9%	92.1%
Two or More Races	50.0%	88.0%	91.2%
Socioeconomically Disadvantaged	85.7%	88.1%	88.6%
English Learners	33.3%	62.0%	56.7%
Students with Disabilities	42.9%	59.2%	67.1%
Foster Youth	0.0%	75.0%	74.1%

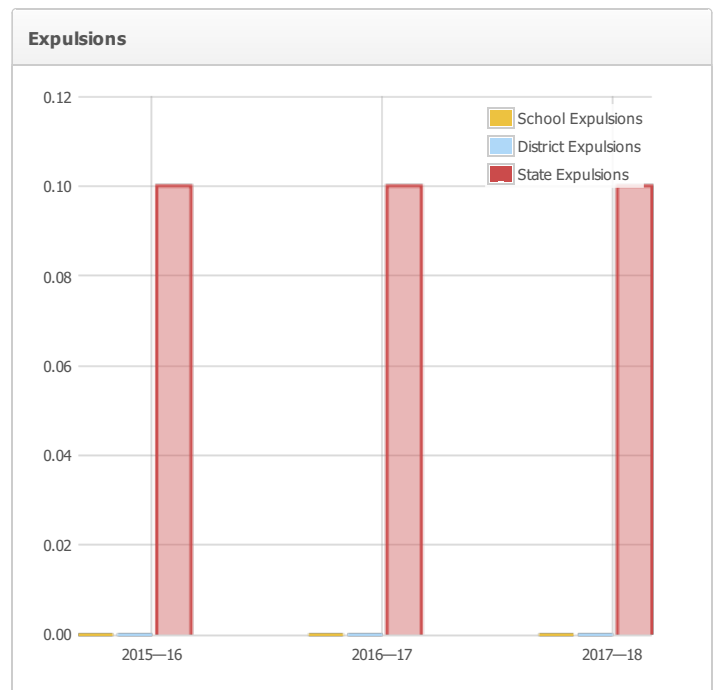
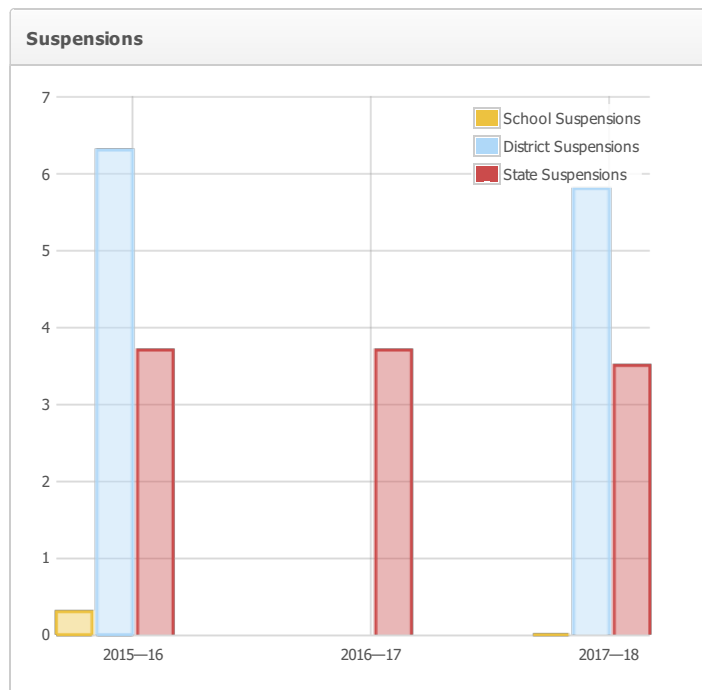
State Priority: School Climate

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

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

Suspensions and Expulsions

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	0.3%	--	0.0%	6.3%	--	5.8%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/23/2019

School Safety Plan (School Year 2018—19)

Last revised: Sept. 30, 2018 by Safety & Emergency Preparedness Department staff and site administration.

WCCUSD'S Safety & Emergency Preparedness' mission is to develop school safety plans and a district-wide disaster preparedness plan focusing on mitigation, preparedness, response and recovery to minimize loss of life and property, which will be achieved through planning, training, exercising and establishing an emergency information system.

The District provides all staff with the basic training for emergency preparedness and safety for school campuses in collaboration with Contra Costa Community Awareness Emergency Response (CAER), Red Cross Bay Area, Ready.gov, and Contra Costa County Community Warning System Alerts.

Last updated: 1/24/2019

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.

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	0.0	N/A

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

*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.

Last updated: 1/18/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6320.3	\$1119.9	\$5200.5	\$69075.5
District	N/A	N/A	\$7722.4	\$67686.4
Percent Difference – School Site and District	N/A	N/A	-39.0%	2.0%
State	N/A	N/A	\$7125.0	\$80764.0
Percent Difference – School Site and State	N/A	N/A	-23.3%	-15.6%

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

Last updated: 1/28/2019

Types of Services Funded (Fiscal Year 2017—18)

The following are programs/services available at the school that support and assist students:

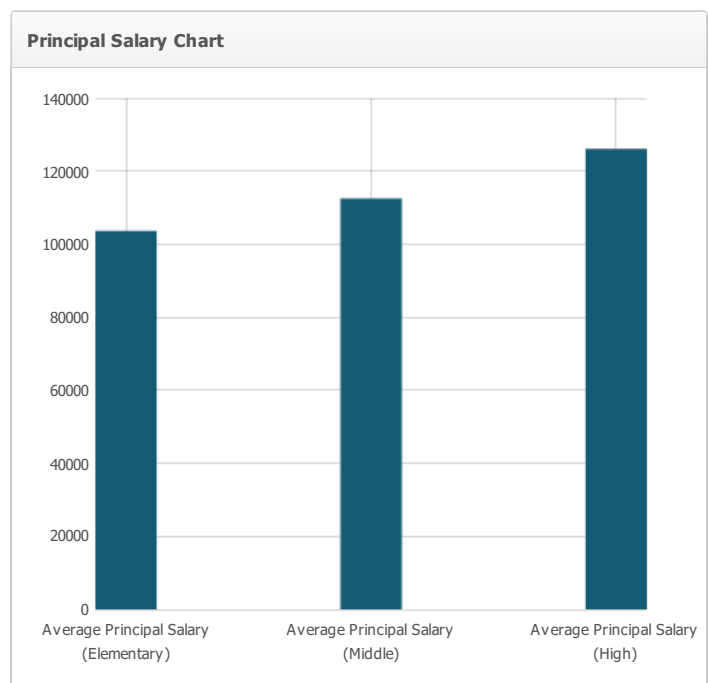
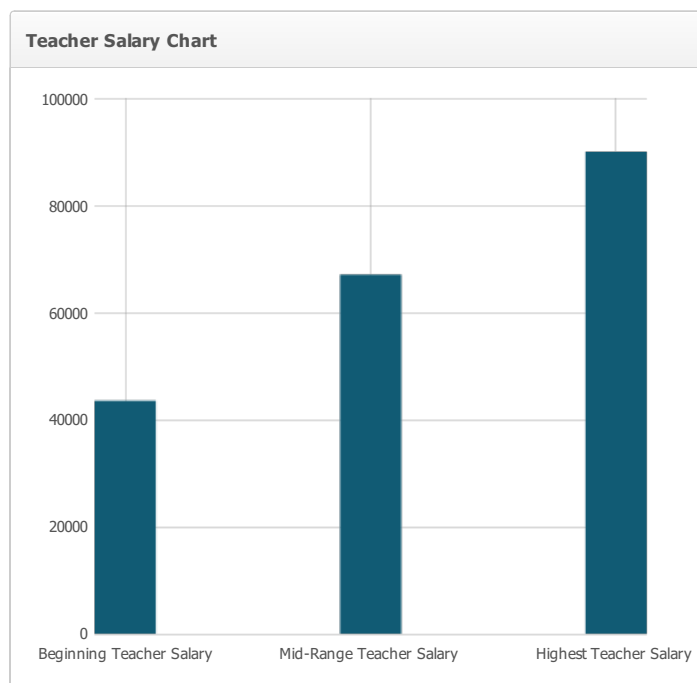
- ACADEMIC INDUSTRIES MATHTOOLS INC
- STUDY TRIPS
- ART
- TURNITIN LLC
- YMCA OF THE EAST BAY

Last updated: 1/10/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,519	\$47,903
Mid-Range Teacher Salary	\$67,069	\$74,481
Highest Teacher Salary	\$90,000	\$98,269
Average Principal Salary (Elementary)	\$103,642	\$123,495
Average Principal Salary (Middle)	\$112,513	\$129,482
Average Principal Salary (High)	\$126,076	\$142,414
Superintendent Salary	\$260,000	\$271,429
Percent of Budget for Teacher Salaries	30.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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



Last updated: 1/23/2019

Professional Development

Vista High provides professional development on the use of data, the use of new materials for intervention, and instructional strategies for mathematics, English/Language Arts (literacy), science, technology integration, social sciences, and world languages. Faculty representatives attend district-wide professional development activities and Independent Study conferences. Staff and leadership have engaged in aggressive expansion of technology use for both staff and students. Vista High School has received 130 tablets and four carts. Teachers who work with groups of students have used these for enhancing teaching and

learning to great effect. Our technology liaison has undertaken extensive use of the Illuminate software and has trained others. Illuminate is used for checking for understanding and purpose-built assessments to guide instruction. Teachers have embraced technology, providing opportunities for students to view pertinent videos, collaborate online, and use other web-based technology. Quality instruction and instructional leadership are at the heart of the district's achievement efforts. To ensure this, the Educational Services engages teachers, administrators and other personnel in ongoing professional development focused on improving teaching and learning. Training is provided to principals and other administrators to improve their ability to provide strong instructional leadership and guide teaching and learning at school sites. The principals, in turn, provide support to teachers through staff conferences, opportunities for collaborative study and planning, and individual coaching based on ongoing classroom observations. Teachers and other staff are provided with both on and off-site professional development in all curriculum content areas.

At Vista, our site subject experts lead out and train colleagues at our weekly professional development meetings. A primary goal of professional development is ensuring that all students are served by skilled, highly qualified teachers, and that teachers are supported by strong, knowledgeable instructional leaders.

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