Vista High School
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

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.

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.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Vista High School
Street	2625 Barnard Road
City, State, Zip	Richmond, CA 94806-2703
Phone Number	(510) 231-1431
Principal	Sylvia J. Greenwood
E-mail Address	sgreenwood@wccusd.net
Web Site	www.wccusd.net/Page/2642
CDS Code	07-61796-0730325

District Contact Information	
District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Matthew Duffy
E-mail Address	matthew.duffy@wccusd.net
Web Site	www.wccusd.net

School Description and Mission Statement (School Year 2016-17)

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 Cyber High or Edmentum. For additional tutoring in all subjects, open labs are held twice a week facilitated by Vista teachers.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 7	3
Grade 8	7
Grade 9	9
Grade 10	20
Grade 11	35
Grade 12	66
Ungraded Secondary	133
Total Enrollment	273

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	26.4
American Indian or Alaska Native	0
Asian	6.2
Filipino	2.6
Hispanic or Latino	50.2
Native Hawaiian or Pacific Islander	0.4
White	11.4
Two or More Races	2.9
Socioeconomically Disadvantaged	79.5
English Learners	26.7
Students with Disabilities	55.3
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

• Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;

• Pupils have access to standards-aligned instructional materials; and

• School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	9	8	9.23	9.23
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	90.9	9.1
All Schools in District	93.7	6.3
High-Poverty Schools in District	93.5	6.5
Low-Poverty Schools in District	97.2	2.8

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: November 2016

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Prentice Hall, Literature: Timeless Voices (gr 9-12) / 2001 National Geographic, Edge (ELD gr 9-12) / 2014	Yes	0%
Mathematics	Prentice Hall, CA Algebra I / 2001 Key Curriculum Press, Discovering Geometry / 2008 Key Curriculum Press, Discovering Advanced Algebra / 2004 Pearson, AP Calculus / 2007	Yes	0%
Science	McDougal Littell, Biology / 2008 Prentice Hall, Chemistry / 2007 Cambridge Physics Outlet, Foundations of Physics / 2004	Yes	0%
History-Social Science	Glencoe, World Geography and Cultures / 2007 McDougal Littell, Modern World History, The Americans / 2006 Houghton Mifflin, Economics, Concepts & Choices / 2007 Prentice Hall, Magruders American Government / 2006	Yes	0%
Foreign Language	Pearson Prentice Hall, Realidades (Spanish 1-3) / 2004 EMC/Paradigm, T'es Branche (French 1-3) / 2014	Yes	0%
Science Laboratory Equipment (grades 9-12)	Laboratory equipment is provided to meet the needs of all high school classes in science.	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Vista High School (alternative-independent study) is located at the Vista Hills Education Center.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: July 2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Ewaste, shredding and boxes of cums to be stored in archives need to be picked up in room VH10 Obsolete textbooks need to be removed in room VH3
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation			X	Issue with ants in room VH4 Issue with ants in room T4
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: July 2016				
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**
			X	

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

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	17	30	33	35	44	48
Mathematics	5	13	23	25	34	36

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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	7	--	--	--	--
	8	11	11	100.0	27.3
	11	41	32	78.0	25.0
Male	8	--	--	--	--
	11	24	20	83.3	25.0
Female	7	--	--	--	--
	8	--	--	--	--
	11	17	12	70.6	25.0
Black or African American	8	--	--	--	--
	11	12	8	66.7	12.5
Asian	7	--	--	--	--
	8	--	--	--	--
Hispanic or Latino	7	--	--	--	--
	8	--	--	--	--
	11	21	17	81.0	35.3
White	8	--	--	--	--
	11	--	--	--	--

| Student Group | Grade | Number of Students | | Percent of Students | |
		Enrolled	Tested	Tested	Standard Met or Exceeded
Two or More Races	8	--	--	--	--
	11	--	--	--	--
Socioeconomically Disadvantaged	7	--	--	--	--
	8	--	--	--	--
	11	32	24	75.0	25.0
English Learners	8	--	--	--	--
	11	--	--	--	--
Students with Disabilities	8	--	--	--	--
	11	--	--	--	--
Foster Youth	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

| Student Group | Grade | Number of Students | | Percent of Students | |
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	7	--	--	--	--
	8	11	11	100.0	18.2
	11	41	33	80.5	6.3
Male	8	--	--	--	--
	11	24	21	87.5	
Female	7	--	--	--	--
	8	--	--	--	--
	11	17	12	70.6	16.7
Black or African American	8	--	--	--	--
	11	12	8	66.7	
Asian	7	--	--	--	--
	8	--	--	--	--
Hispanic or Latino	7	--	--	--	--
	8	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	11	21	18	85.7	11.8
White	8	--	--	--	--
	11	--	--	--	--
Two or More Races	8	--	--	--	--
	11	--	--	--	--
Socioeconomically Disadvantaged	7	--	--	--	--
	8	--	--	--	--
	11	32	25	78.1	4.2
English Learners	8	--	--	--	--
	11	--	--	--	--
Students with Disabilities	8	--	--	--	--
	11	--	--	--	--
Foster Youth	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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.

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	10	29	19	48	46	40	60	56	54

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.

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	38	32	84.2	18.8
Male	17	12	70.6	41.7
Female	21	20	95.2	5.0
Hispanic or Latino	19	16	84.2	12.5
Socioeconomically Disadvantaged	29	24	82.8	4.2

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

Career Technical Education Programs (School Year 2015-16)

Career Technical Education Participation (School Year 2015-16)

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

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

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	13.5

State Priority: Other Pupil Outcomes

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

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	18.2	36.4	18.2

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.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

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.

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 Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	13.30	14.60	7.20	13.30	14.60	7.20	11.40	11.50	10.70
Graduation Rate	79.88	77.68	84.74	79.88	77.68	84.74	80.44	80.95	82.27

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
All Students	80	88	86
Black or African American	100	87	78
American Indian or Alaska Native	0	20	78
Asian	100	100	93
Filipino	100	95	93
Hispanic or Latino	64	85	83
Native Hawaiian/Pacific Islander	0	72	85
White	100	90	91
Two or More Races	75	85	89
Socioeconomically Disadvantaged	40	56	66
English Learners	29	63	54
Students with Disabilities	50	46	78

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.

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	0.0	0.3	6.6	6.2	6.3	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Approved January 2015 by Elizabeth MontesNation - Coordinator, Disaster Preparedness and Safety

The staff at Vista High School recognizes that a safe environment supports student success. Generally independent study students display a level of maturity that is shown in their respect for each other, the faculty and staff, and the site. To serve as an accounting of everyone on campus, all students are required to sign in and out at the Vista High office. Visitors must obtain a pass to be on campus. A Campus Security Officer patrols the entire Vista Hills site Monday through Friday from 9:30 to 1:30. All drills are coordinated among Vista High School, the Transition Program, and Educational Services--the three entities that share the site at Vista Hills. Both the Vista High Principal and Lead Teacher have completed two FEMA Emergency Management Institute courses on the Incident Command System. There are emergency and first aid kits available for all rooms. Attached is the Vista Hills Safety Plan.

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	20
Percent of Schools Currently in Program Improvement	N/A	71.4

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	18	2	2									
Mathematics	27		4									
Science												
Social Science	29		2	1								

Note: 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.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.025	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	.10	N/A
Resource Specialist	1.00	N/A
Other	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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	**Supplemental/ Restricted**	**Basic/ Unrestricted**	
School Site	7207.37	705.46	6501.91	70845.46
District	N/A	N/A	6412.40	65071.41
Percent Difference: School Site and District	N/A	N/A	1.4	8.9
State	N/A	N/A	$5,677	$75,837
Percent Difference: School Site and State	N/A	N/A	14.5	-6.6

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

Types of Services Funded (Fiscal Year 2015-16)

Programs and services available at Vista High School include:

CENTRAL SUPPLEMNTL/CONCENTRATION
EDUCATION PROTECTION ACCOUNT
SPECIAL ED - E
PARCEL TAX
MISC DONATIONS
SITE SUPPLEMNTL/CONCENTRATION

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$38,699	$45,092
Mid-Range Teacher Salary	$59,640	$71,627
Highest Teacher Salary	$79,951	$93,288
Average Principal Salary (Elementary)	$91,385	$115,631
Average Principal Salary (Middle)	$96,869	$120,915
Average Principal Salary (High)	$108,183	$132,029
Superintendent Salary	$231,795	$249,537
Percent of Budget for Teacher Salaries	31%	37%
Percent of Budget for Administrative Salaries	5%	5%

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

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

Cells with N/A values do not require data.

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

Professional Development (Most Recent Three Years)

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.