

Vista High (Alternative)

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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/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](#) 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 2017-18)

District Contact Information (School Year 2017-18)	
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 2017-18)	
School Name	Vista High (Alternative)
Street	2625 Barnard Street
City, State, Zip	San Pablo, Ca, 94806-2703
Phone Number	510-231-1431
Principal	Sylvia Greenwood, Principal
E-mail Address	sgreenwood@wccusd.net
Web Site	https://www.wccusd.net/site/Default.aspx?PageID=26
County-District-School (CDS) Code	07617960730325

Last updated: 11/21/2017

School Description and Mission Statement (School Year 2017-18)

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

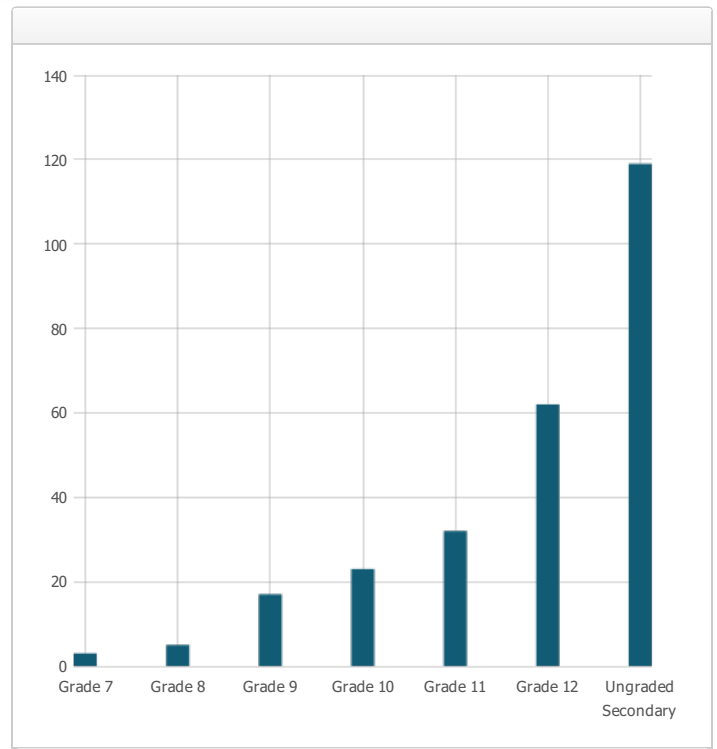
Families will:

- 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: 11/21/2017

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 7	3
Grade 8	5
Grade 9	17
Grade 10	23
Grade 11	32
Grade 12	62
Ungraded Secondary	119
Total Enrollment	261



Last updated: 1/25/2018

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	26.1 %
American Indian or Alaska Native	0.4 %
Asian	6.1 %
Filipino	3.1 %
Hispanic or Latino	47.5 %
Native Hawaiian or Pacific Islander	0.8 %
White	11.1 %
Two or More Races	4.6 %
Other	0.3 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	71.3 %
English Learners	24.1 %
Students with Disabilities	55.6 %
Foster Youth	0.0 %

Last updated: 1/25/2018

A. Conditions of Learning

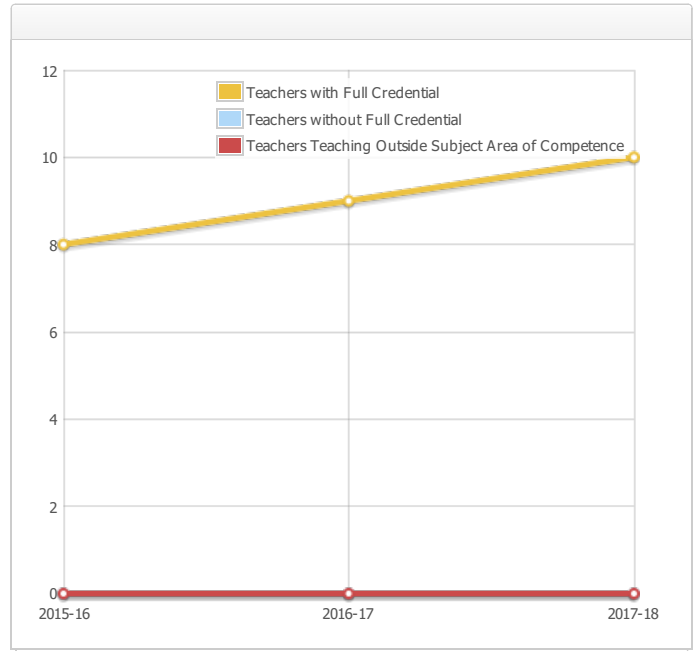
State Priority: Basic

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

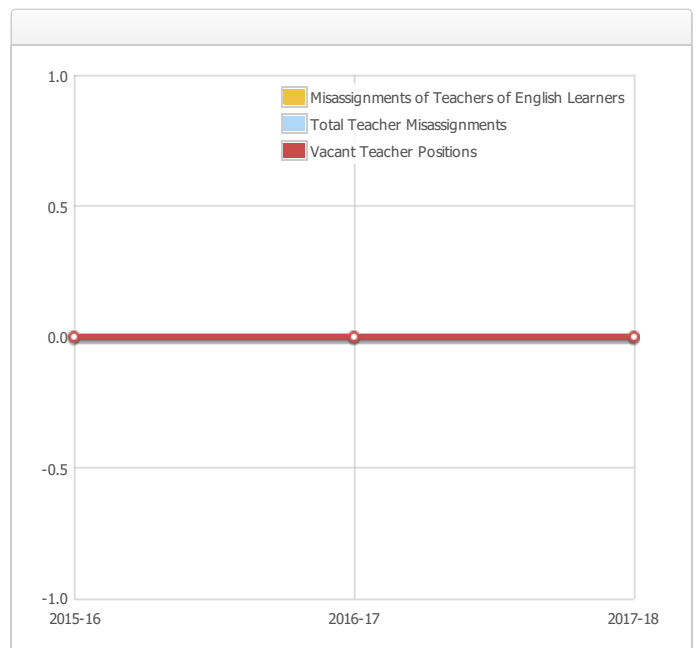
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	8	9	10	1192
Without Full Credential	0	0	0	155
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	14



Last updated: 1/25/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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: 1/19/2018

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

Year and month in which the data were collected: October 2017

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 National Geographic Edge, (ELD) c2014 - adopted 2014		0.0 %
Mathematics	Pearson Algebra 1, c2015 - adopted 2017 Key Curriculum Press Discovering Geometry, c2008 Key Curriculum Press Discovering Algebra 2, c2004 Glencoe McGraw Hill Advanced Mathematical Concepts, (Pre-Calculus) c2006		0.0 %
Science	McDougal Littell Biology, c2008 Prentice Hall Chemistry, c2007 Cambridge Physics Outlet Foundations of Physics, (Physics) c2004		0.0 %
History-Social Science	Glencoe World Geography & Cultures, (Foundations of Cultural Geography) c2008 McDougal Littell Modern World History, (World History) c2006 McDougal Littell, Americans: Reconstruction to the 21st Century, (US History) c2006 McDougal Littell Magruder's American Government, (American Government) c2006 Houghton Mifflin Harcourt Economics: Concepts & Choices, (Economics) c2008		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		0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqmpt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/14/2018

School Facility Conditions and Planned Improvements

WCCUSD takes great efforts 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: 1/23/2018

School Facility Good Repair Status

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	<p>Actions were/will be taken to ensure:</p> <p>There is no odor that would indicate a gas leak.</p> <p>Gas pipes are not broken and appear to be in good working order.</p> <p>The HVAC system is operable.</p> <p>There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds.</p>
Interior: Interior Surfaces	Poor	<p>Interior surfaces appear to be clean, safe, and functional.</p>
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	<p>School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly.</p> <p>Actions were/will be taken to ensure:</p> <p>There is no evidence of a major pest or vermin infestation.</p>
Electrical: Electrical	Good	<p>Lighting appears to be adequate and working properly, including exterior lights. Actions were/will be taken to ensure:</p> <p>There is no evidence that any portion of the school has a power failure.</p> <p>There are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access.</p>
Restrooms/Fountains: Restrooms, Sinks/Fountains	Poor	<p>Restrooms in the vicinity of the area being evaluated appear to be accessible during school hours, clean, functional and in compliance with SB 892 (EC Section 35292.5). Drinking fountains appear to be accessible and functioning as intended.</p>
Safety: Fire Safety, Hazardous Materials	Good	<p>Actions were/will be taken to ensure:</p>

		<p>The fire sprinklers appear to be in working order (e.g., there are no missing or damaged sprinkler heads).</p> <p>Emergency alarms appear to be functional.</p> <p>Emergency exit signs function as designed, exits are unobstructed.</p> <p>Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly).</p>
Structural: Structural Damage, Roofs	Good	<p>Actions were/will be taken to ensure:</p> <p>Severe cracks are not evident. Ceilings & floors are not sloping or sagging beyond their intended design.</p> <p>Posts, beams, supports for portable classrooms, ramps, and other structural building members appear to be intact, secure and functional as designed.</p> <p>There is no visible evidence of severe cracks, dry rot, mold, or damage that undermines the structural components.</p>
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	<p>The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. Actions were/will be taken to ensure:</p> <p>There is no exposed broken glass accessible to pupils and staff.</p> <p>Exterior doors and gates are functioning and do not pose a security risk.</p>

Overall Facility Rate

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

Overall Rating	Fair
----------------	------

Last updated: 1/24/2018

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 (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	30%	31%	35%	35%	48%	48%
Mathematics (grades 3-8 and 11)	13%	7%	25%	25%	36%	37%

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: 1/25/2018

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	52	45	86.54%	31.11%
Male	19	18	94.74%	27.78%
Female	33	27	81.82%	33.33%
Black or African American	16	13	81.25%	--
American Indian or Alaska Native				
Asian	--	--	--	
Filipino				
Hispanic or Latino	21	19	90.48%	47.37%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	40	34	85.00%	29.41%
English Learners	--	--	--	
Students with Disabilities		--	81.82%	
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: 1/25/2018

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	52	44	84.62%	--
Male	19	16	84.21%	--
Female	33	28	84.85%	--
Black or African American	16	13	81.25%	--
American Indian or Alaska Native				
Asian	--	--	--	
Filipino				
Hispanic or Latino	21	18	85.71%	16.67%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	40	35	87.50%	
English Learners	--	--	--	
Students with Disabilities		--	90.91%	
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: 1/25/2018

CAASPP Test Results in Science for All Students**Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	29.0%	19.0%	46.0%	40.0%	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.

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.

Last updated: 1/25/2018

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

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	20.0%

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 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
9	42.9%	--	28.6%

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: 1/25/2018

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)

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

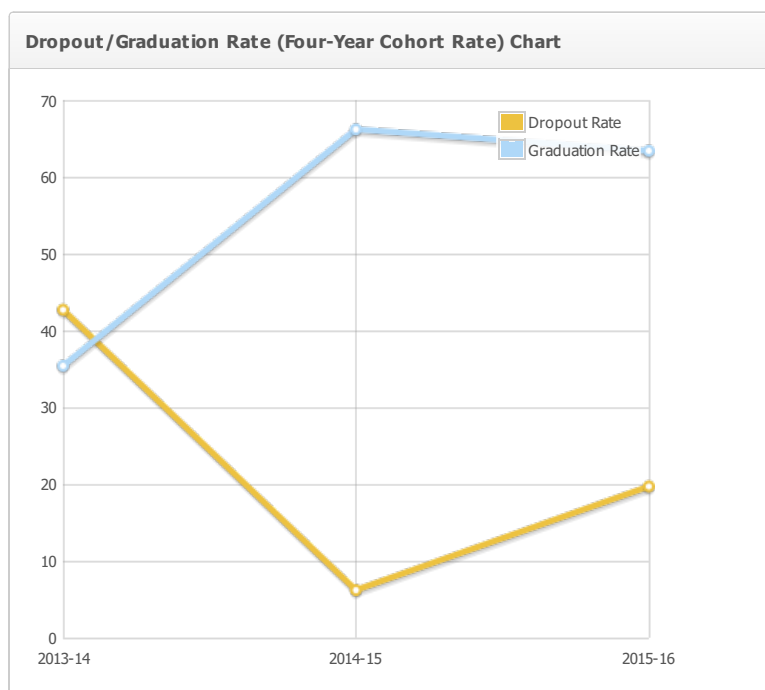
Last updated: 11/21/2017

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			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	42.7%	6.2%	19.7%	14.6%	7.2%	8.7%	11.5%	10.7%	9.7%
Graduation Rate	35.4%	66.2%	63.4%	77.7%	84.7%	83.1%	81.0%	82.3%	83.8%



Last updated: 1/25/2018

Completion of High School Graduation Requirements - Graduating Class of 2016**(One-Year Rate)**

Student Group	School	District	State
All Students	75.8%	84.9%	87.1%
Black or African American	76.9%	78.7%	79.2%
American Indian or Alaska Native	0.0%	100.0%	80.2%
Asian	66.7%	94.7%	94.4%
Filipino	0.0%	97.2%	93.8%
Hispanic or Latino	66.7%	83.2%	84.6%
Native Hawaiian or Pacific Islander	0.0%	100.0%	86.6%
White	100.0%	84.5%	91.0%
Two or More Races	100.0%	93.8%	90.6%
Socioeconomically Disadvantaged	70.7%	85.0%	85.5%
English Learners	30.0%	60.9%	55.4%
Students with Disabilities	33.3%	61.4%	63.9%
Foster Youth	0.0%	68.8%	68.2%

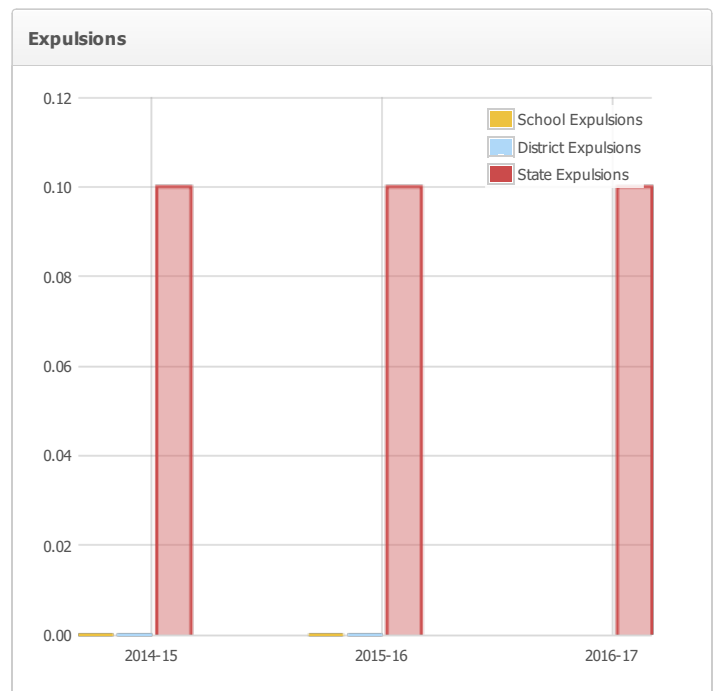
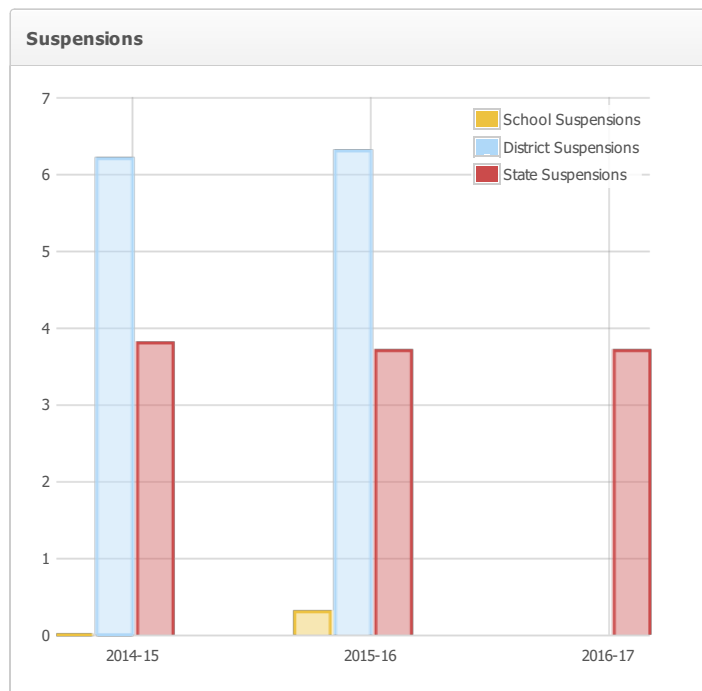
State Priority: School Climate

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

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.0%	0.3%	--	6.2%	6.3%	--	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	--	0.0%	0.0%	--	0.1%	0.1%	0.1%



Last updated: 1/25/2018

School Safety Plan (School Year 2017-18)

Last revised 2/2/2016 by Elizabeth Montes-Nation, 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.

Last updated: 1/3/2018

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 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	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	60.6%

Last updated: 1/26/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.4	145.0
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	0.1	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: 1/19/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13484.0	\$4196.0	\$9288.0	\$69921.5
District	N/A	N/A	\$10107.3	\$61169.5
Percent Difference – School Site and District	N/A	N/A	-8.5%	13.4%
State	N/A	N/A	\$6574.0	\$79228.0
Percent Difference – School Site and State	N/A	N/A	34.2%	-12.5%

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

Last updated: 1/18/2018

Types of Services Funded (Fiscal Year 2016-17)

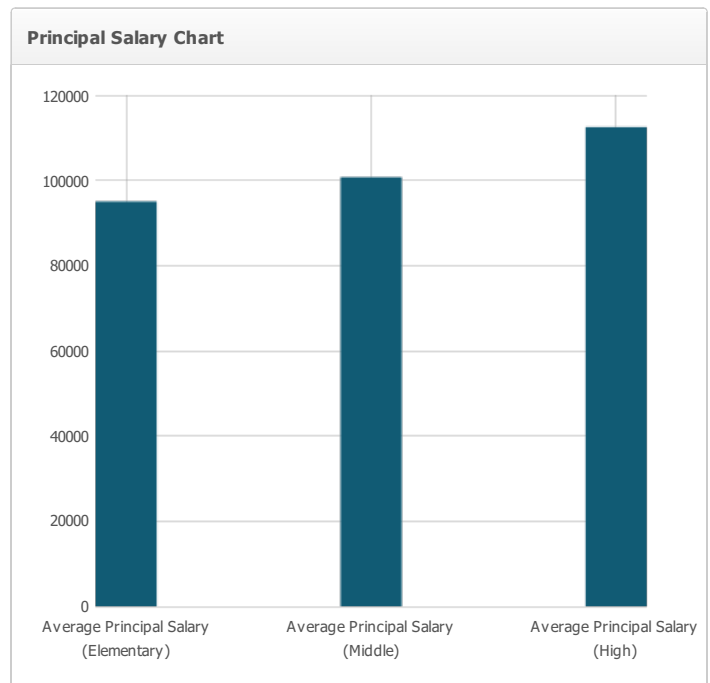
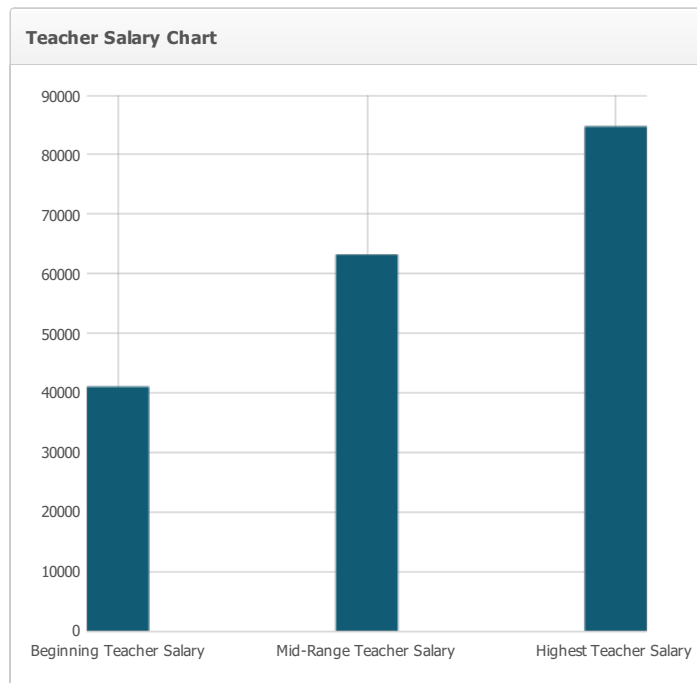
- EXTRA CURRICULAR SITE ALLOCATION
- VISUAL & PERFORMING ARTS - WHOLE CHILD

Last updated: 1/18/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,021	\$47,808
Mid-Range Teacher Salary	\$63,219	\$73,555
Highest Teacher Salary	\$84,748	\$95,850
Average Principal Salary (Elementary)	\$95,040	\$120,448
Average Principal Salary (Middle)	\$100,743	\$125,592
Average Principal Salary (High)	\$112,510	\$138,175
Superintendent Salary	\$231,795	\$264,457
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 <http://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/25/2018

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.

Last updated: 11/21/2017