

Vista High School/Vista K12 Virtual Academy/Vista Hills Educational Complex

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the LCAP, see the CDE LCFF web page at <https://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 <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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2023-24 School Contact Information

School Name	Vista High School/Vista K12 Virtual Academy/Vista Hills Educational Complex
Street	2625 Barnard St. RM VH1
City, State, Zip	Richmond, CA 94806-2703
Phone Number	(510) 231-1431
Principal	Edith Jordan-McCormick
Email Address	edith.jordan-mccormick@wccusd.net
School Website	www.wccusd.net/vista
County-District-School (CDS) Code	07617960730325

2023-24 District Contact Information

District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Dr. Kenneth Chris Hurst
Email Address	chris.hurst@wccusd.net
District Website	www.wccusd.net

2023-24 School Description and Mission Statement

The Vista Family of Schools, Vista High School, and the Vista K12 Virtual Academy, are public alternative schools that use independent studies as their primary access to education for students grades 7-12 at Vista HS and grades K-12 in our virtual academy. Our student population is ethnically and socioeconomically diverse and mirrors the greater district population. Our schools provide clear, well-rounded, and rigorous academic, student-centered, program that addresses the full range of student needs and results in our students being prepared for a successful life post-high school. We follow the independent study format, developing individualized learning programs for each student and also providing synchronous learning spaces to provide additional support. Our student-centered approach allows us to build educational programs for each individual student, which may include classes on campus or at a local community college. In the Vista Family of Schools, we believe learning happens everywhere. We have field trips and other uniquely created student lead opportunities to support our student's academic growth and success.

Our teachers assess their students weekly and develop learning strategies for our 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. At Vista High School, we believe in shared leadership and responsibility, which leads to a very collaborative, student-centered learning environment.

Students in the Vista Family of Schools are assigned a supervising teacher for the school year. The student and the teacher meet face-to-face once a week. During the once-a-week meeting, the supervising teacher assigns appropriate assignments for the following week and reviews and evaluates the work from the previous week. Areas of strength and weakness are noted and

2023-24 School Description and Mission Statement

reviewed to ensure the student is making progress toward fulfilling academic standards and credit expectations. Other educational opportunities are available beyond these individual meetings. Students may be enrolled in classes and/or attend labs at Vista High School or in the K12 Virtual Academy. Students may also participate in concurrent enrollment with the local community college, which is conveniently located near Vista High School. Currently, Vista offers biology, chemistry, Algebra I, Algebra II, geometry, and pre-calculus as classes that meet twice a week in a more traditional classroom format with one teacher. We also offer a Social Emotional Learning class, College and Career Readiness, and a chorus class that meets once a week. Although we are not a continuation high school, some students with minor credit deficiencies can enroll in limited online courses through the Edgenuity learning platform. For additional tutoring in all subjects, open labs are held twice a week and facilitated by Vista teachers.

Our schools serve a wide range of students who come from all over the West Contra Costa Unified School District. Our students excel in the one-on-one, quiet setting and the safe environment of Vista's small campus or at home in the virtual learning setting. Students who play sports, or participate in activities in comprehensive high schools often choose our schools so they can maintain their academic standing, pursue their activities full-time without distractions, or add employment opportunities. We have a memorandum of understanding with all six high schools so students who prefer alternative education for learning opportunities can still participate in activities on their home school campus as long as they are in good academic standing. We offer a student-centered, small, collaborative, therapeutic learning environment where we provide our students with the support they need to be successful.

OUR CORE VALUES

Collaboration ~ Resiliency ~ Individuality ~ Teamwork ~ Reflection

OUR MISSION - "THE HOW?"

All members of the Vista Family of Schools community work collaboratively to offer a safe and clean environment where we meet our 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. We provide our students 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 college, vocational education, and their future careers.

OUR VISION – "THE WHAT?"

The Vista Family of Schools strives to provide a transformative learning environment with a clear, well-rounded, and rigorous student achievement program that addresses a full range of our students' needs. 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. We believe in our students and support them in a collaborative approach to learning where they take the lead, and we are here to support them.

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

2023-24 School Description and Mission Statement

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

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	7
Grade 1	18
Grade 2	21
Grade 3	25
Grade 4	27
Grade 5	25
Grade 6	24
Grade 7	30
Grade 8	37
Grade 9	31
Grade 10	48
Grade 11	79
Grade 12	196
Total Enrollment	568

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.3%
Male	47.5%
American Indian or Alaska Native	0.2%
Asian	9%
Black or African American	22.5%
Filipino	4%
Hispanic or Latino	45.6%
Native Hawaiian or Pacific Islander	0.7%
Two or More Races	5.1%
White	12.7%
English Learners	21.5%
Foster Youth	0.4%
Homeless	4.8%
Socioeconomically Disadvantaged	55.6%
Students with Disabilities	30.1%

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	11.50	63.89	1159.10	82.56	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	5.56	62.20	4.43	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	5.56	106.60	7.60	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.50	25.00	49.60	3.54	12115.80	4.41
Unknown	0.00	0.00	26.30	1.87	18854.30	6.86
Total Teaching Positions	18.00	100.00	1403.90	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.90	71.09	1150.10	75.53	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	59.40	3.90	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.00	10.20	171.60	11.27	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	5.50	18.71	50.30	3.30	11953.10	4.28
Unknown	0.00	0.00	91.20	5.99	15831.90	5.67
Total Teaching Positions	29.40	100.00	1522.80	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	1.00	3.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.00	3.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	4.50	5.50
Total Out-of-Field Teachers	4.50	5.50

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	8	10.8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.4	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		November 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Teachers College Reading, Writing & Phonics, grades K-5, c2015 - adopted 2019	Yes	0%

	Benchmark Advancing Language Learning for Designated ELD, grades K-5, c2017 - adopted 2022 McGraw Hill StudySync, grades 6-8, c2017 - adopted 2017 National Geographic Inside, grades 7-8 ELD, c2014 - adopted 2014 College Board SpringBoard ELA/ELD, grades 9-10, c2017 - adopted 2019 Pearson Prentice Hall Literature, grades 11-12, c2002 - adopted 2018 National Geographic: Edge, grades 9-12 ELD, c2014 - adopted 2014		
Mathematics	McGraw Hill My Math, grades K-5, c2013 - adopted 2016 Larsen Brothers Big Ideas Math, grades 6-8, c2015 - adopted 2017 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%
Science	Twig Science, grades K-5, c2023 - adopted 2023 Amplify Science, grades 6-8, c2020 - adopted 2020 McGraw Hill Inspire Biology, c2020 - adopted 2022 McGraw Hill Inspire Chemistry, c2020 - adopted 2022 Savvas Conceptual Physics, c2009 - adopted 2022	Yes	0%
History-Social Science	McGraw Hill California Vistas, grades K-5, c2007 - adopted 2007 TCI History Alive, grades 6-8, c2017 - adopted 2020 Houghton Mifflin Harcourt American History: Reconstruction To the 21st Century (U.S. History & Ethnic Studies), c2019 - adopted 2023 Houghton Mifflin Harcourt Modern World History (Ethnic/Soc Justice Mod Wld History), c2019 - adopted 2023 McDougal Littell Magraders American Government, (American Government), c2006 - adopted 2018 Houghton Mifflin Harcourt Economics: Concepts & Choices, (Economics), c2008 - adopted 2018 Glencoe McGraw Hill Understanding Psychology (Psychology), c2014 - adopted 2018	Yes	0%
Foreign Language	EMC T'es Branche, (French 1-4, AP French), c2014 - adopted 2014 Vista Higher Learning Descubre (Spanish 1-3), c2022 - adopted 2022 Vista Higher Learning Imagina (Spanish 4), c2022 - adopted 2022	Yes	0%
Health	N/A		
Visual and Performing Arts	N/A		
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

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.

Year and month of the most recent FIT report

July 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Room VH2 - Adjust ceiling tiles. Room VH4 - Adjust ceiling tiles. room VH5 - Adjust ceiling tiles. Room VH9 - Adjust ceiling tiles.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Boys restroom - Remove the graffiti from the partitions and mirror in the handicap stall.
Electrical	X			Boys restroom - Repair the switch plates.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Boys restroom - Remove the graffiti from the partitions and mirror in the handicap stall. Repair the switch plates.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Room T1 - The exterior door is metal and has evidence of rust showing; door needs to be painted to preserve it from further rust. Room T2 - The exterior door is metal and has evidence of rust showing; door needs to be painted to preserve it from further rust. Room T3 - The exterior door is metal and has evidence of rust showing; door needs to be painted to preserve it from further rust. Room T4 - The exterior door is metal and has evidence of rust showing; door needs to be painted to preserve it from further rust. Room T5 - The exterior door is metal and has evidence of rust showing; door needs to be painted to preserve it from further rust. Room T6 - The exterior door is metal and has evidence of rust showing; door needs to be painted to preserve it from further rust.

School Facility Conditions and Planned Improvements

Room T7 - The exterior door is metal and has evidence of rust showing; door needs to be painted to preserve it from further rust.

Room T8 - The exterior door is metal and has evidence of rust showing; door needs to be painted to preserve it from further rust.

Room T9 - The exterior door is metal and has evidence of rust showing; door needs to be painted to preserve it from further rust.

Room T10 - The exterior door is metal and has evidence of rust showing; door needs to be painted to preserve it from further rust.

Room VH 1 - The exterior door is metal and has evidence of rust showing; door needs to be painted to preserve it from further rust.

Room VH 2 - The exterior door is metal and has evidence of rust showing; door needs to be painted to preserve it from further rust.

Room VH 3 - The exterior door is metal and has evidence of rust showing; door needs to be painted to preserve it from further rust.

Room VH 4 - The exterior door is metal and has evidence of rust showing; door needs to be painted to preserve it from further rust.

Room VH 5 - The exterior door is metal and has evidence of rust showing; door needs to be painted to preserve it from further rust.

Room VH 6 - The exterior door is metal and has evidence of rust showing; door needs to be painted to preserve it from further rust.

Room VH 7 - The exterior door is metal and has evidence of rust showing; door needs to be painted to preserve it from further rust.

Room VH 8 - The exterior door is metal and has evidence of rust showing; door needs to be painted to preserve it from further rust.

Room VH 9 - The exterior door is metal and has evidence of rust showing; door needs to be painted to preserve it from further rust.

Room VH 10 - The exterior door is metal and has evidence of rust showing; door needs to be painted to preserve it from further rust.

Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	35	24	32	32	47	46
Mathematics (grades 3-8 and 11)	20	15	21	22	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	314	265	84.39	15.61	24.05
Female	182	153	84.07	15.93	24.34
Male	132	112	84.85	15.15	23.64
American Indian or Alaska Native	0	0	0	0	0
Asian	29	28	96.55	3.45	17.86
Black or African American	59	51	86.44	13.56	21.57
Filipino	--	--	--	--	--
Hispanic or Latino	148	124	83.78	16.22	22.76
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	18	15	83.33	16.67	14.29
White	50	38	76.00	24.00	34.21
English Learners	63	50	79.37	20.63	2.04
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	196	170	86.73	13.27	19.16
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	39	31	79.49	20.51	25.81

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	313	262	83.71	16.29	15.33
Female	183	151	82.51	17.49	12.67
Male	130	111	85.38	14.62	18.92
American Indian or Alaska Native	0	0	0	0	0
Asian	29	27	93.10	6.90	18.52
Black or African American	57	50	87.72	12.28	12.00
Filipino	--	--	--	--	--
Hispanic or Latino	149	124	83.22	16.78	13.82
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	18	14	77.78	22.22	14.29
White	50	39	78.00	22.00	17.95
English Learners	63	49	77.78	22.22	6.12
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	195	165	84.62	15.38	13.94
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	37	28	75.68	24.32	25.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	13.74	11.00	18.49	20.56	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	252	200	79.37	20.63	11.00
Female	154	124	80.52	19.48	9.68
Male	98	76	77.55	22.45	13.16
American Indian or Alaska Native	0	0	0	0	0
Asian	22	21	95.45	4.55	19.05
Black or African American	47	36	76.60	23.40	5.56
Filipino	--	--	--	--	--
Hispanic or Latino	115	90	78.26	21.74	6.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	11	84.62	15.38	9.09
White	47	37	78.72	21.28	21.62
English Learners	41	27	65.85	34.15	0.00
Foster Youth	--	--	--	--	--
Homeless	13	12	92.31	7.69	0.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	151	119	78.81	21.19	5.04
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	37	25	67.57	32.43	12.00

2022-23 Career Technical Education Programs

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	27.54

B. Pupil Outcomes

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	16	16	16	16	16
Grade 7	22.5	22.5	22.5	22.5	22.5
Grade 9	36.8	39.5	39.5	39.5	39.5

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Parental involvement begins prior to a student's enrollment in the Vista Family of Schools. The parent and student together must attend an orientation with their supervising teacher as part of the admission process. Every August, we have 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 or our Parent Teacher Organization. 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 learning 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.

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	10	9.5	19.7	5.8	8.1	9.3	9.4	7.8	8.2
Graduation Rate	76	86.5	64.1	84.1	85.5	85	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	117	75	64.1
Female	60	46	76.7
Male	57	29	50.9
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	21	14	66.7
Filipino	--	--	--
Hispanic or Latino	59	36	61.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	21	12	57.1
English Learners	19	8	42.1
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	96	59	61.5
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	28	13	46.4

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	830	749	258	34.4
Female	442	400	129	32.3
Male	385	348	129	37.1
Non-Binary	3	1	0	0.0
American Indian or Alaska Native	3	1	1	100.0
Asian	64	62	15	24.2
Black or African American	169	152	54	35.5
Filipino	28	24	5	20.8
Hispanic or Latino	383	346	136	39.3
Native Hawaiian or Pacific Islander	12	11	3	27.3
Two or More Races	55	49	16	32.7
White	114	102	28	27.5
English Learners	182	159	71	44.7
Foster Youth	9	7	4	57.1
Homeless	41	33	11	33.3
Socioeconomically Disadvantaged	512	460	186	40.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	213	199	83	41.7

C. Engagement

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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	0.00	0.01	3.97	4.81	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.04	0.02	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

The purpose of the School Site Safety Plan is to provide a unified template for school sites to respond and recover from an emergency, disaster, or event resulting in the disruption of normal school operations.

The School Site Safety Plan guides a coordinated school staff response to an emergency, disaster, or event and aids in directing emergency response activities toward reaching an agreed-upon goal. School Site Safety Plan procedures are scalable in order to address incidents that may develop over time and those that may occur without warning.

The objectives of the School Site Safety Plan are as follows:

1. Protect the safety and welfare of students, school staff, and visitors.
2. Provide a safe and coordinated response to emergencies.
3. Protect the District's facilities and properties.
4. Enable the District to restore normal conditions with minimal confusion in the shortest time possible.
5. Provide for the interface and coordination between sites and the District Emergency Operations Center (DEOC).
6. Provide for the interface and coordination between the District EOC and the Cities of Richmond, El Cerrito, San Pablo, Pinole, Hercules, and Contra Costa County Emergency Operations Center (EOC).
7. Provide for the orderly conversion of pre-designated District sites to mass care sites, when necessary.

The Comprehensive School Safety Plan is updated annually. Our school safety plan was last annually reviewed, updated, and discussed with school faculty and a student representative in 2023. A copy of the Comprehensive School Safety Plan is available by request through the district's website.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	0	0	0	0
Mathematics	0	0	0	0
Science	0	0	0	0
Social Science	0	0	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	568

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.7
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.1
Resource Specialist (non-teaching)	
Other	0.4

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	3720.36	405.12	3315.24	87083.48
District	N/A	N/A	5516.63	\$77,994
Percent Difference - School Site and District	N/A	N/A	-49.9	11.0
State	N/A	N/A	\$7,607	\$87,885
Percent Difference - School Site and State	N/A	N/A	-12.7	-0.9

Fiscal Year 2022-23 Types of Services Funded

The following are programs/services available at the school that support and assist students:
 BAY AREA COMMUNITY RESOURCES
 KBA DOCUMENT SOLUTIONS, LLC
 LIZ SMITH
 MARGARET PITTS
 NEWSOLA, INC
 SOUTHWEST SCHOOL & OFFICE SUPPLY

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$50,922	\$55,550
Mid-Range Teacher Salary	\$79,887	\$80,703
Highest Teacher Salary	\$103,799	\$109,418
Average Principal Salary (Elementary)	\$124,259	\$137,703
Average Principal Salary (Middle)	\$129,831	\$143,760
Average Principal Salary (High)	\$145,277	\$159,021
Superintendent Salary	\$270,000	\$319,443
Percent of Budget for Teacher Salaries	28.46%	30.35%
Percent of Budget for Administrative Salaries	5.12%	4.87%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

The Vista Team is provided 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, world languages, and social-emotional learning in context to creating an environment with healing centered engagement for our students. Faculty representatives attend district-wide professional development activities, Independent Study conferences, and training on School Connect to support our Social Emotional Learning class. We have also engaged in an aggressive expansion of technology use for both staff and students with the goal of creating more alternative learning models for everyone. Our virtual team meets weekly to stay up to date on the latest technological learning trends. Teachers have embraced technology, providing opportunities for students to view pertinent videos, collaborate online, and use other web-based technology. A primary goal of professional development is ensuring that all students are served by skilled, highly qualified teachers and that teachers are constantly learning quality skills to support our students.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	40	32	40