

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

2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.
Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 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
Grade Span	K-12
County-District-School (CDS) Code	07617960730325

2024-25 District Contact Information

District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Kim Moses
Email Address	KMoses@wccusd.net
District Website	www.wccusd.net

2024-25 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 result 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 supports. Our student-centered approach allows us to build educational programs for each individual student, which may include virtual classes, and classes on campus or at a local community college. In the Vista Family of Schools, we believe it is important for learning to happen as individually as possible. We have field trips and other uniquely created student-led opportunities to support our students' 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. In the Vista Family of Schools, (Vista High School and the Vista K12 Virtual Academy), 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 in person or in a virtual space. 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 reviewed to ensure the student is making progress toward fulfilling academic standards and credit expectations. Other educational opportunities are available beyond these individual meetings. Currently, we offer hybrid learning opportunities for our students and a wide variety of courses that meet twice a week for sixty to ninety minutes. We are proud to say we operate like a tiny junior college.

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 comprehensive high schools so students who prefer alternative education for learning opportunities can still participate in activities and sports with 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

2024-25 School Description and Mission Statement

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

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	8
Grade 1	9
Grade 2	15
Grade 3	15
Grade 4	27
Grade 5	18
Grade 6	21
Grade 7	17
Grade 8	35
Grade 9	36
Grade 10	33
Grade 11	74
Grade 12	223
Total Enrollment	531

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.8
Male	48
Non-Binary	0.2
American Indian or Alaska Native	0.2
Asian	9.6
Black or African American	18.6
Filipino	3.4
Hispanic or Latino	46.1
Native Hawaiian or Pacific Islander	0.9
Two or More Races	6.2
White	14.5
English Learners	23.5
Foster Youth	0.6
Homeless	4.3
Socioeconomically Disadvantaged	59.7
Students with Disabilities	33.1

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/Incomplete/NA	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/Incomplete/NA	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

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.

2022-23 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)	33.00	78.92	1081.70	75.48	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	45.20	3.16	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.50	3.58	155.30	10.84	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.80	6.76	56.40	3.94	11746.90	4.23
Unknown/Incomplete/NA	4.50	10.74	94.30	6.58	14303.80	5.15
Total Teaching Positions	41.80	100.00	1433.20	100.00	277698	100

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	2022-23
Permits and Waivers	0.00	0.00	0.5
Misassignments	1.00	3.00	1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	1.00	3.00	1.5

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	1
Local Assignment Options	4.50	5.50	1.8
Total Out-of-Field Teachers	4.50	5.50	2.8

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	8.00	10.8	2.9
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.40	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected: October 2024

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 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	Yes	0%
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	Yes	0%

	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 Magruders 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		
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%

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

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

8/17/2024

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		VH10: 4. CEILING TILE IS LOOSE. 9. EXTERIOR DRINKING FOUNTAIN HAS A LOW FLOW. VH7: 4. CEILING TILE IS LOOSE. FLOOR TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ETHERNET BOX IS LOOSE FROM POST. VH8: 4. FLOOR TILES ARE BROKEN. 10. PLUG IN AIR FRESHENER.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X		BREAK ROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH.

School Facility Conditions and Planned Improvements

			<p>IDF: 5. ROOM IS OVERLY CLUTTERED. 6. RODENT DROPPINGS ARE PRESENT. 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED.</p> <p>IDF: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>VH4: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>VH7: 4. CEILING TILE IS LOOSE. FLOOR TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ETHERNET BOX IS LOOSE FROM POST.</p>
Electrical		X	<p>BOYS REST ROOM: 7. ONE LIGHT PANEL IS OUT. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 9. FAUCETS LEAK AT HANDLES. 15. DOOR CLOSER COVER IS MISSING. (MENSTRUAL NOTICE NOT POSTED)</p> <p>IDF: 5. ROOM IS OVERLY CLUTTERED. 6. RODENT DROPPINGS ARE PRESENT. 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED.</p> <p>VH5: 7. ETHERNET BOX IS LOOSE FROM POST. CLOCK IS NOT WORKING AND WIRES ARE EXPOSED.</p> <p>VH6: 7. ETHERNET BOX IS LOOSE FROM POST. CLOCK IS NOT WORKING.</p> <p>VH7: 4. CEILING TILE IS LOOSE. FLOOR TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ETHERNET BOX IS LOOSE FROM POST.</p> <p>VH9: 7. TWO LIGHT PANELS ARE OUT.</p>
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X	<p>BOYS REST ROOM: 7. ONE LIGHT PANEL IS OUT. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 9. FAUCETS LEAK AT HANDLES. 15. DOOR CLOSER COVER IS MISSING. (MENSTRUAL NOTICE NOT POSTED)</p> <p>GIRLS REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 9. FAUCETS LEAK AT HANDLE. (MENSTRUAL NOTICE NOT POSTED)</p> <p>UNISEX REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 11. AEROSOL AIR FRESHENER. (MENSTRUAL NOTICE NOT POSTED)</p> <p>VH10: 4. CEILING TILE IS LOOSE. 9. EXTERIOR DRINKING FOUNTAIN HAS A LOW FLOW.</p> <p>VH2/ STAFF LUNCH ROOM: 9. FAUCET IS LOOSE AT BASE. DRINKING FOUNTAIN HAS NO FLOW.</p>
Safety: Fire Safety, Hazardous Materials	X		<p>UNISEX REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 11. AEROSOL AIR FRESHENER. (MENSTRUAL NOTICE NOT POSTED)</p> <p>VH8: 4. FLOOR TILES ARE BROKEN. 10. PLUG IN AIR FRESHENER.</p>
Structural: Structural Damage, Roofs	X		

School Facility Conditions and Planned Improvements

External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		BOYS REST ROOM: 7. ONE LIGHT PANEL IS OUT. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 9. FAUCETS LEAK AT HANDLES. 15. DOOR CLOSER COVER IS MISSING. (MENSTRUAL NOTICE NOT POSTED)
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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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	24	26	32	33	46	47
Mathematics (grades 3-8 and 11)	15	15	22	23	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	219	176	80.37	19.63	25.71
Female	115	92	80.00	20.00	32.61
Male	103	84	81.55	18.45	18.07
American Indian or Alaska Native	0	0	0	0	0
Asian	21	15	71.43	28.57	6.67
Black or African American	39	32	82.05	17.95	25.81
Filipino	--	--	--	--	--
Hispanic or Latino	97	79	81.44	18.56	24.05
Native Hawaiian or Pacific Islander	--	--	--	--	--

Two or More Races	21	18	85.71	14.29	27.78
White	28	21	75.00	25.00	23.81
English Learners	36	31	86.11	13.89	3.23
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	148	123	83.11	16.89	23.77
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	35	25	71.43	28.57	28.00

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	219	173	79.00	21.00	15.12
Female	115	90	78.26	21.74	17.98
Male	103	82	79.61	20.39	12.20
American Indian or Alaska Native	0	0	0	0	0
Asian	21	15	71.43	28.57	6.67
Black or African American	39	31	79.49	20.51	6.45
Filipino	--	--	--	--	--
Hispanic or Latino	97	77	79.38	20.62	14.29
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	21	18	85.71	14.29	16.67
White	28	20	71.43	28.57	10.53
English Learners	36	31	86.11	13.89	9.68
Foster Youth	0	0	0	0	0

Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	148	120	81.08	18.92	12.61
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	35	24	68.57	31.43	20.83

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	11.00	14.12	20.56	20.89	30.29	30.73

2023-24 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	231	170	73.59	26.41	14.12
Female	141	108	76.60	23.40	14.81
Male	89	61	68.54	31.46	13.11
American Indian or Alaska Native	0	0	0	0	0
Asian	20	17	85.00	15.00	17.65
Black or African American	39	25	64.10	35.90	4.00
Filipino	--	--	--	--	--
Hispanic or Latino	105	78	74.29	25.71	11.54
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	11	73.33	26.67	18.18
White	41	32	78.05	21.95	25.00
English Learners	32	20	62.50	37.50	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	147	112	76.19	23.81	9.82
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	40	23	57.50	42.50	13.04

2023-24 Career Technical Education Programs

Vista/Virtual K12 does not have a separate CTE program due to the nature of the design of the program

2023-24 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
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	39.22

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.

2023-24 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 requires only participation results 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	0	0	0	0	0
Grade 7	12.5	12.5	12.5	12.5	12.5
Grade 9	0	0	0	0	0

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.

2024-25 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 to apply for our school and if the student is accepted, the parent becomes their student's Learning Coach.

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 absences, and content 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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	9.5	19.7	19.8	8.1	9.3	9.9	7.8	8.2	8.9
Graduation Rate	86.5	64.1	76.6	85.5	85.0	84.9	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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	111	85	76.6
Female	68	56	82.4
Male	42	29	69.0
Non-Binary	--	--	--
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	25	20	80.0
Filipino	--	--	--
Hispanic or Latino	47	31	66.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	25	23	92.0
English Learners	24	13	54.2
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	87	64	73.6
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	22	16	72.7

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	645	613	175	28.5
Female	343	324	93	28.7
Male	301	288	82	28.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	56	55	10	18.2
Black or African American	127	120	31	25.8
Filipino	24	24	2	8.3
Hispanic or Latino	302	281	98	34.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	41	39	9	23.1
White	86	85	20	23.5
English Learners	153	139	51	36.7
Foster Youth	--	--	--	--
Homeless	30	26	8	30.8
Socioeconomically Disadvantaged	412	388	109	28.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	207	200	103	51.5

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	3.97	4.81	4.82	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.04	0.02	0.01	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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.

2024-25 School Safety Plan

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 2024. A copy of the Comprehensive School Safety Plan is available by request through the district's website.

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				
Mathematics				
Science				
Social Science				

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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				

2023-24 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	531

2023-24 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. The “Other” category is for all other student support services staff positions not listed.

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	1.4

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	5706.02	\$84,356
Percent Difference - School Site and District	N/A	N/A	-53.0	3.2
State	N/A	N/A	\$10,771	\$94,625
Percent Difference - School Site and State	N/A	N/A	-105.9	-8.3

Fiscal Year 2023-24 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
 NEWSELA, INC
 SOUTHWEST SCHOOL & OFFICE SUPPLY

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$54,486	\$56,573
Mid-Range Teacher Salary	\$85,479	\$87,186
Highest Teacher Salary	\$111,065	\$119,665
Average Principal Salary (Elementary)	\$131,244	\$148,486
Average Principal Salary (Middle)	\$138,034	\$154,835
Average Principal Salary (High)	\$156,078	\$170,008
Superintendent Salary	\$280,908	\$338,699
Percent of Budget for Teacher Salaries	27.28	31.41
Percent of Budget for Administrative Salaries	5.21	4.86

2023-24 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	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	32	40	40