

Vista Continuation High School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

| | |
|-------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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/ . |

2025-26 School Contact Information

| | |
|------------------------------------------|---------------------------------------------------------------|
| School Name | Vista Continuation High School |
| Street | 11300 Wright Road |
| City, State, Zip | Lynwood, CA 90262 |
| Phone Number | (310) 603-1516 |
| Principal | Ramon Enriquez |
| Email Address | rpenriquez@mylUSD.org |
| School Website | https://vhs.mylUSD.org/ |
| Grade Span | 9-12 |
| County-District-School (CDS) Code | 19647741935428 |

2025-26 District Contact Information

| | |
|-------------------------|-----------------------------------------------------------|
| District Name | Lynwood Unified School District |
| Phone Number | (310) 886-1600 |
| Superintendent | Dr. Patrick Gittisriboongul |
| Email Address | pgittis@mylUSD.org |
| District Website | http://www.mylUSD.org |

2025-26 School Description and Mission Statement

Vista Continuation High School is a small, student-centered continuation high school serving grades 10–12 in the Lynwood Unified School District. The school provides flexible scheduling, targeted academic supports, and career-readiness programming designed to help students recover credits and graduate on time. Enrollment at Vista Continuation is modest—around 180–190 students—allowing staff to offer individualized support and smaller class sizes typical of continuation programs.

The school serves a predominantly Hispanic/Latino student body (approximately 95%), with a small percentage of Black/African American students (around 5%) and very few White or other students. Roughly one-third of students (32%) are

2025-26 School Description and Mission Statement

English Learners, highlighting the importance of targeted language supports. Nearly all students (about 98%) qualify for free or reduced-price lunch, reflecting high levels of economic need, and a small number of students experience homelessness or are in foster care. These demographics underscore the school’s focus on providing individualized academic, social-emotional, and career-readiness supports to ensure all students have the opportunity to recover credits and graduate successfully.

Vista Continuation operates as a Title I schoolwide program focused on equity and targeted interventions to close achievement gaps. The campus emphasizes social-emotional supports and career/CTE pathways alongside core academics to prepare students for graduation and next-step success.

Our mission at Vista High School is to provide students with a nurturing learning environment that promotes academic achievement, fosters personal growth and respect for the rights and diversity of others, and cultivates the attitudes, skills and values necessary to become lifelong learners, responsible citizens and productive members of society. The school's attainment of its mission has been recognized by the California Department of Education as a 2024 Model Continuation High School, an honor given to continuation programs that demonstrate strong instructional strategies, flexible scheduling, and comprehensive supports for “at-promise” students. In addition, Lynwood Unified schools—including Vista—have earned districtwide PBIS recognition for fostering positive, supportive school climates. Vista recently earned its third consecutive Platinum Award. These recognitions reflect the school’s focus on student-centered programming and continuous improvement.

About this School

2024-25 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 10 | 1 |
| Grade 11 | 42 |
| Grade 12 | 143 |
| Total Enrollment | 186 |

2024-25 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Female | 27.4 |
| Male | 72.6 |
| American Indian or Alaska Native | 0.5 |
| Black or African American | 4.8 |
| Hispanic or Latino | 93 |
| White | 1.6 |
| English Learners | 34.4 |
| Foster Youth | 2.2 |
| Homeless | 3.2 |
| Socioeconomically Disadvantaged | 97.3 |
| Students with Disabilities | 32.3 |

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.

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) | 7.7 | 67.13 | 473.5 | 89.37 | 234405.2 | 84 |
| Intern Credential Holders Properly Assigned | 0 | 0 | 5.2 | 0.99 | 4853 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.6 | 5.18 | 5.8 | 1.11 | 12001.5 | 4.3 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 2.3 | 19.93 | 18 | 3.41 | 11953.1 | 4.28 |
| Unknown/Incomplete/NA | 0.9 | 7.77 | 27.1 | 5.11 | 15831.9 | 5.67 |
| Total Teaching Positions | 11.5 | 100 | 529.8 | 100 | 279044.8 | 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.

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) | 9.2 | 69.45 | 449.1 | 86.9 | 231142.4 | 83.24 |
| Intern Credential Holders Properly Assigned | 0 | 0 | 4 | 0.77 | 5566.4 | 2 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 1 | 7.52 | 18.4 | 3.57 | 14938.3 | 5.38 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 2 | 15.5 | 17.8 | 3.46 | 11746.9 | 4.23 |
| Unknown/Incomplete/NA | 1 | 7.52 | 27.3 | 5.3 | 14303.8 | 5.15 |
| Total Teaching Positions | 13.2 | 100 | 516.8 | 100 | 277698 | 100 |

Note: The data in this table is based on 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.

2023-24 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) | 7.3 | 52.58 | 419 | 82.99 | 230039.4 | 100 |
| Intern Credential Holders Properly Assigned | 0 | 0 | 9.9 | 1.98 | 6213.8 | 2.23 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0 | 0.57 | 20 | 3.98 | 16855 | 6.04 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 3.5 | 25.36 | 14.1 | 2.79 | 12112.8 | 4.34 |
| Unknown/Incomplete/NA | 2.9 | 21.35 | 41.7 | 8.26 | 13705.8 | 4.91 |
| Total Teaching Positions | 13.9 | 100 | 504.9 | 100 | 278927.1 | 100 |

Note: The data in this table is based on 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 | 2021-22 | 2022-23 | 2023-24 |
|--------------------------------------------------------------|---------|---------|---------|
| Permits and Waivers | 0.00 | 0 | 0 |
| Misassignments | 0.60 | 1 | 0 |
| Vacant Positions | 0.00 | 0 | 0 |
| Total Teachers Without Credentials and Misassignments | 0.60 | 1 | 0 |

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

| Indicator | 2021-22 | 2022-23 | 2023-24 |
|---------------------------------------------------------------|---------|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0 | 0 |
| Local Assignment Options | 2.30 | 2 | 3.5 |
| Total Out-of-Field Teachers | 2.30 | 2 | 3.5 |

Class Assignments

| Indicator | 2021-22 | 2022-23 | 2023-24 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 5.4 | 4.4 | 4.5 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 2 | 3.5 | 2.8 |

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report.

We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2022–2023 school year and whether those textbooks covered the California Content Standards.

| | |
|--------------------------------------------------------|---------|
| Year and month in which the data were collected | 11/2025 |
|--------------------------------------------------------|---------|

| Subject | List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption | Percent Students Lacking Own Assigned Copy |
|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|
| Reading/Language Arts | McGraw-Hill, Study Sync: Unit 1: Empathy, 2017 (9th) McGraw-Hill, Study Sync: Unit 2: Leadership, 2017 (9th) McGraw-Hill, Study Sync: Unit 3, Dream and Aspirations, 2017 (9th) McGraw-Hill, Study Sync: Unit 4, All for Love, 2017 (9th) McGraw-Hill, Study Sync: Unit 1, Destiny Unit, 2017 (10th) McGraw-Hill, Study Sync: Unit 2, Taking A Stand, 2017 (10th) McGraw-Hill, Study Sync: Unit 3, Technical Difficulties, 2017 (10th) McGraw-Hill, Study Sync: Unit 4, The Human Connection, 2017 (10th) McGraw-Hill, Study Sync: Unit 1, We the People, 2017 (11th) McGraw-Hill, Study Sync: Unit 2, The Individual, 2017 (11th) McGraw-Hill, Study Sync: Unit 3, Modern Times, 2017 (11th) McGraw-Hill, Study Sync: Unit 4, Seeking Romance, 2017 (11th) McGraw-Hill, Study Sync: Unit 1, Epic Heroes, 2017 (12th) McGraw-Hill, Study Sync: Unit 2, The Human Condition, 2017 (12th) McGraw-Hill, Study Sync: Unit 3, An Exchange of Ideas, 2017 (12th) McGraw-Hill, Study Sync: Unit 4, Emotional Currents, 2017 (12th) Imagine Learning (Edgenuity) | 0 |
| Mathematics | SRA McGraw-Hill, Algebra 1: Common Core Edition, 2014 McDougal Littell, Algebra 2, 2004 McDougal Littell, Geometry Math 2004 McDougal Littell, Statistics Math 2004 | 0 |

| | | |
|---------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| | Imagine Learning (Edgenuity) | |
| Science | Holt, Rinehart, Winston, Biology Science 2007 Pearson, Anatomy Science 2007 Holt, Rinehart, Winston, Physics Science 2007 Holt, Rinehart, Winston, Chemistry Science 2007 Glencoe McGraw-Hill, Glencoe Health Science 2007 Imagine Learning (Edgenuity) | 0 |
| History-Social Science | McGraw Hill, Impact: World History, Culture and Geography, 2019 McGraw Hill, Impact: United States History and Geography, 2019 Prentice Hall, Magruder's American Government, 2006 Prentice Hall, American Government Social Studies 2005 McGraw Hill, Impact: Principles of Economics, 2019 Imagine Learning (Edgenuity) | 0 |
| Foreign Language | Pearson-Prentice Hall, Autentico: Level 1, 2018 Pearson-Prentice Hall, Autentico: Level 2, 2018 Imagine Learning (Edgenuity) | 0 |
| Science Laboratory Equipment (grades 9-12) | Flinn Scientific | 0 |

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

School Facility Conditions and Planned Improvements

The campus maintained very well with the support faculty and students. This past summer site received a fresh coat of exterior paint at buildings as well as new ID classroom signs. The school site is in planning stages to receive new HVAC energy efficient units at various buildings.

Year and month of the most recent FIT report

12/4/2024

| 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 | | | Ceiling tiles damaged replacing with new ceiling tiles. Various interior light fixtures required to be replaced new LED fixtures. |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |

Overall Facility 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 Assessments 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.

| Subject | School 2023-24 | School 2024-25 | District 2023-24 | District 2024-25 | State 2023-24 | State 2024-25 |
|--------------------------------------------------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 4 | 7 | 31 | 34 | 47 | 48 |
| Mathematics (grades 3-8 and 11) | 0 | 0 | 20 | 23 | 35 | 37 |

2024-25 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 | 64 | 57 | 89.06 | 10.94 | 7.02 |
| Female | 17 | 14 | 82.35 | 17.65 | 7.14 |
| Male | 47 | 43 | 91.49 | 8.51 | 6.98 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 56 | 52 | 92.86 | 7.14 | 5.77 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 0 | 0 | 0 | 0 | 0 |
| White | -- | -- | -- | -- | -- |
| English Learners | 22 | 20 | 90.91 | 9.09 | 0.00 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 56 | 51 | 91.07 | 8.93 | 7.84 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 14 | 11 | 78.57 | 21.43 | 18.18 |

2024-25 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 | 64 | 57 | 89.06 | 10.94 | 0.00 |
| Female | 17 | 14 | 82.35 | 17.65 | 0.00 |
| Male | 47 | 43 | 91.49 | 8.51 | 0.00 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 56 | 52 | 92.86 | 7.14 | 0.00 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 0 | 0 | 0 | 0 | 0 |
| White | -- | -- | -- | -- | -- |
| English Learners | 22 | 20 | 90.91 | 9.09 | 0.00 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 56 | 51 | 91.07 | 8.93 | 0.00 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 14 | 11 | 78.57 | 21.43 | 0.00 |

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 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 2023-24 | School 2024-25 | District 2023-24 | District 2024-25 | State 2023-24 | State 2024-25 |
|-------------------------------------------------|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science (grades 5, 8 and high school) | 3.88 | 7.37 | 11.64 | 13.54 | 30.73 | 32.52 |

2024-25 CAASPP Test Results in Science by Student Group

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

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-----------------------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 112 | 95 | 84.82 | 15.18 | 7.37 |
| Female | 37 | 29 | 78.38 | 21.62 | 6.90 |
| Male | 75 | 66 | 88.00 | 12.00 | 7.58 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 108 | 92 | 85.19 | 14.81 | 7.61 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 0 | 0 | 0 | 0 | 0 |
| White | 0 | 0 | 0 | 0 | 0 |
| English Learners | 32 | 28 | 87.50 | 12.50 | 0.00 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 91 | 75 | 82.42 | 17.58 | 8.00 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 24 | 19 | 79.17 | 20.83 | 0.00 |

2024-25 Career Technical Education Programs

Vista High School added a new Career Technical Education pathway in the Fall of 2025 which focuses on Business and Manufacturing through an entrepreneurship lens. In the spring of 2026, Vista will offer a new career exploration course through Paxton/Patterson College Ready Career Labs. Other Career Technical Education pathways that are offered on site are; Video Production and Graphic Design. Vista scholars have access to other CTE pathways via the California Advancing Pathways for Students (CALAPS) program. This program offers CTE courses for all high school students throughout the LUSD district. CALAPS works in collaboration with Bellflower Unified to offer students a wide range of courses. There are currently 19 different courses offered to students in LUSD. Students have the opportunity to seek a career pathway that will support them in succeeding in college and obtaining vocational goals. Students are also encouraged to dual enroll in Career Technical Education through our partnership with Compton Community College and Cerritos Community College. Current pathways supported through the Compton Community College are Child Development, Welding and Machine Shop Tool Technology. In addition, students meeting the criteria can also take evening CTE courses through Lynwood's Unified School District Adult School. Students have the opportunity to seek a career pathway that will support them in succeeding in college and obtaining vocational goals.

2024-25 Career Technical Education (CTE) Participation

| Measure | CTE Program Participation |
|-------------------------------------------------------------------------------------------------------------------------|---------------------------|
| Number of Pupils Participating in CTE | 108 |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | 0 |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education | |

2024-25 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 |
|-------------------------------------------------------------------|---------|
| Pupils Enrolled in Courses Required for UC/CSU Admission | 85.48 |
| Graduates Who Completed All Courses Required for UC/CSU Admission | 1.96 |

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.

2024-25 California Physical Fitness Test Participation Rates

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 |
|-------------|----------------------------------|--------------------------------------------------------|-------------------------------------------------------------------|---------------------------------------------------------|-----------------------------|
| | | | | | |

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.

2025-26 Opportunities for Parental Involvement

Vista Continuation High School welcomes and values families of all races, ethnicities, and cultures. We recognize that meaningful family engagement is essential to the social, emotional, and academic success of our students. Our commitment is to ensure that all stakeholders are informed, actively involved, and empowered to collaborate as equal partners—sharing responsibility and leadership to maintain high-quality family engagement practices.

2025-26 Opportunities for Parental Involvement

We take pride in fostering a warm and welcoming environment for our families. To further support our community, we have established a Parent Center where parents and community members can access additional assistance, family support services, and community resources with guidance from our Community School Case Manager. In addition, Vista is dedicated to providing parents with the necessary tools and skills to build their capacity to support their family's needs. Through a variety of workshops and training opportunities, we work to ensure parents feel confident and equipped to advocate for and assist their children to achieve success.

To build strong and effective partnerships, we encourage parents to participate in the following school events and activities:

- * Back-to-School Night / Open House
- * College and Career Fairs
- * Title I Parent Meeting
- * School Site Council (SSC) Meetings
- * English Learners Advisory Committee (ELAC) Meetings
- * Parent Workshops
- * Coffee with the Principal

Parents are also invited to attend district-sponsored programs such as the African-American Parent Advisory Council, Parent University, and Coffee Chats with the Superintendent.

We strive to keep families informed about their student's academic progress through parent-teacher conferences and monthly progress reports. Parents are further encouraged to monitor attendance, assignments, and grades through the AERIES Parent Portal. Feedback is collected through parent meetings and surveys, allowing families to provide meaningful insights on school climate, culture, and the resources needed to best support their child's academic journey.

We also welcome parents who wish to serve as volunteers or participate in school committees, leadership teams, and school activities. Those interested may contact our Community School Case Manager, Mr. Roderick Magee, at (310) 603-1516

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 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
|------------------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Dropout Rate | 23.7 | 27.9 | 25.8 | 11.6 | 13.3 | 10.2 | 8.2 | 8.9 | 8 |
| Graduation Rate | 76.3 | 72.1 | 71.7 | 87.5 | 85.2 | 89 | 86.2 | 86.4 | 87.5 |

2024-25 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 | 120 | 86 | 71.7 |
| Female | 41 | 28 | 68.3 |
| Male | 79 | 58 | 73.4 |
| Non-Binary | 0.0 | 0.0 | 0.0 |
| American Indian or Alaska Native | -- | -- | -- |
| Asian | 0 | 0 | 0.00 |
| Black or African American | -- | -- | -- |
| Filipino | 0 | 0 | 0.00 |
| Hispanic or Latino | 115 | 83 | 72.2 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 |
| Two or More Races | 0 | 0 | 0.00 |
| White | 0 | 0 | 0.00 |
| English Learners | 38 | 28 | 73.7 |
| Foster Youth | -- | -- | -- |
| Homeless | 16 | 14 | 87.5 |
| Socioeconomically Disadvantaged | 120 | 86 | 71.7 |
| Students Receiving Migrant Education Services | -- | -- | -- |
| Students with Disabilities | 27 | 20 | 74.1 |

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|-----------------------------------------------|-----------------------|-----------------------------------------|---------------------------|--------------------------|
| All Students | 252 | 238 | 198 | 83.2 |
| Female | 78 | 73 | 68 | 93.2 |
| Male | 174 | 165 | 130 | 78.8 |
| Non-Binary | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Black or African American | 13 | 12 | 8 | 66.7 |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 234 | 221 | 185 | 83.7 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| White | -- | -- | -- | -- |
| English Learners | 84 | 78 | 65 | 83.3 |
| Foster Youth | -- | -- | -- | -- |
| Homeless | 13 | 13 | 9 | 69.2 |
| Socioeconomically Disadvantaged | 249 | 235 | 196 | 83.4 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Students with Disabilities | 81 | 79 | 59 | 74.7 |

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.

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 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 0 | 4.28 | 0.4 | 2.9 | 3.27 | 2.79 | 3.6 | 3.28 | 2.94 |

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.

This table displays expulsions data.

| Expulsions | | | | | | | | |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0.08 | 0.07 | 0.06 |

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 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|-----------------------------------------------|------------------|-----------------|
| All Students | 0.40 | 0.00 |
| Female | 1.28 | 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 | 7.69 | 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 | 7.69 | 0.00 |
| Socioeconomically Disadvantaged | 0.40 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 1.23 | 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.

2025-26 School Safety Plan

Vista High School's Comprehensive School Safety Plan was developed in cooperation with School Site Council, the Safety Committee and the Positive Behavioral Intervention and Supports (PBIS) Committee. The plan provides a means to ensure a safe and orderly learning environment that is conducive to learning. Components of the School Safety Plan include the following: child abuse reporting procedures, teacher notification of dangerous pupils, disaster response procedures, procedures for safe entering and exiting to and from school, sexual harassment policy, suspension and expulsion policies, dress code, discipline policy, and continuity plan procedures for minimal disruption to student learning. The campus is monitored by a safety officer and high tech surveillance cameras strategically spread out around the campus. A safety committee continually meet to analyze data and identify areas of growth/best practices, address concerns, identify vulnerable areas and strategies to improve safety conditions on and around the campus.

The security officer and the administration team implements and monitors the approved plan especially between class time and lunch period. Any person entering campus after the first bell (8:30 a.m.) must report to the front office for safety screening to ensure an visitor on campus does not pose a threat to staff and students. Visitors are escorted by security or office staff when visiting campus. The School Safety Plan is reviewed on a yearly basis and is revised January as needed to address the needs of the school and presented to School Site Council for approval of the final plan. We have scheduled practice drills for earthquake and fire situations along with lock down practices. Safety practices focus on the school culture and climate as well as the student's physical, emotional and social well being. The current Safety Plan that is being implemented was approved by Vista's School Site Council on January 15, 2025 and by Lynwood Unified School District Board of Education on February 27, 2025. The Safety Plan is currently being reviewed for updates and will be presented in January of 2026 for approval and implementation.

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 | 4 | 70 | 0 | 0 |
| Mathematics | 5 | 35 | 0 | 0 |
| Science | 10 | 9 | 0 | 0 |
| Social Science | 14 | 14 | 3 | 0 |

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 | 3 | 100 | | |
| Mathematics | 6 | 30 | | |
| Science | 6 | 14 | | |
| Social Science | 8 | 32 | 2 | |

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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 | 4 | 60 | | |
| Mathematics | 5 | 38 | | |
| Science | 6 | 12 | | |
| Social Science | 6 | 37 | | |

2024-25 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 | 181 |

2024-25 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 | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | |

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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 | 18,334.20 | 1,275.29 | 17,058.91 | 120,590.46 |
| District | N/A | N/A | 5,006.89 | 108,606.51 |
| Percent Difference - School Site and District | N/A | N/A | 109.2 | 10.5 |
| State | N/A | N/A | 11,146 | 103,743 |
| Percent Difference - School Site and State | N/A | N/A | 41.9 | 15.0 |

Fiscal Year 2024-25 Types of Services Funded

Academic & Career / College-Readiness Programs

- 1) Flexible, individualized schedules & learning plans — Because Vista is a continuation high school, students often need flexibility (e.g., due to jobs, family responsibilities, or other life circumstances). Teachers and counselors work with each student to create personalized paths to graduation.
- 2) Career Technical Education (CTE) courses & career-focused classes* — Vista offers courses such as Graphic Production Technology, Film & Video, and welding (through a dual-enrollment partnership with a community college).
- 3) Dual-enrollment / post-secondary preparation — Students may take courses that give them a head start on college or career credentials (e.g. welding, healthcare-related training, other pathways).
- 4) Financial literacy & entrepreneurship workshops — These help prepare students for real-world financial and economic responsibilities, or even starting a business.
- 5) College & career counseling — The counseling department supports students in planning for college, trade school, the workforce, or other post-high school paths.

Support & Wellness Services

- 1) Guidance, counseling & emotional/social-emotional support — Vista assigns each student a school counselor, and offers both one-on-one and group counseling to support academic, social-emotional, and life-career needs.
- 2) Wrap-around supports via a “Health Collaborative” and Community Partners— Through this, students can access mental health and wellness resources, including support for grief, trauma, eating disorders, support for LGBTQIA+ students, crisis/suicide prevention, domestic violence, addictions recovery, abuse or assault victims, etc. A Liaison is assigned to unhoused and foster youth to provide a individualized support plan.
- 3) Tutoring & academic support programs — For students needing extra help in particular subjects, tutoring is available to help them succeed academically.

Special Education & Tailored Instruction

Vista High School provides comprehensive specialized academic services for students with special needs:

- 1) Resource Specialist Program (RSP) — for students who need targeted support to succeed in the general education curriculum.
- 2) Special Day Classes (SDC) — for students requiring more intensive, individualized instruction when a traditional classroom setting isn’t appropriate.
- 3) Adult Transition Program (ATP) — for students (ages 18–22) who have finished high school credits but need additional support to transition to adulthood: vocational training, independent living skills, life skills, community-based instruction, job-readiness.

Every special-education student works under an Individualized Education Plan (IEP), ensuring that instruction and supports are tailored to their academic, social, and life-skills needs.

Environment, Mentorship & Community-oriented Supports and Services

- 1) Vista positions itself as a “community school,” offering mentorship, enrichment activities, personalized teacher and counselor check-ins, and parent engagement to support “at-promise” youth. Programs often aim to build life skills, self-confidence, and

Fiscal Year 2024-25 Types of Services Funded

resilience — helping students overcome obstacles and personal circumstances to reach graduation and transition successfully into college, vocational training, or the workforce.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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 | \$60,886 | \$62,783 |
| Mid-Range Teacher Salary | \$92,083 | \$97,783 |
| Highest Teacher Salary | \$118,476 | \$128,020 |
| Average Principal Salary (Elementary) | \$148,791 | \$160,224 |
| Average Principal Salary (Middle) | \$150,920 | \$166,992 |
| Average Principal Salary (High) | \$167,880 | \$180,971 |
| Superintendent Salary | \$292,136 | \$313,465 |
| Percent of Budget for Teacher Salaries | 26.31% | 30.05% |
| Percent of Budget for Administrative Salaries | 5.12% | 5% |

2024-25 Advanced Placement (AP) Courses

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

| | |
|-----------------------------------|---|
| Percent of Students in AP Courses | 0 |
|-----------------------------------|---|

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

Vista High School is implementing the district's multi-year professional development plan. This plan provides training for all leads, support staff, administrators, and teachers. The district has allotted time for Summer Institutes where teachers can sign up to numerous professional development sessions. In addition, the district has embedded three pupil free days in which teachers and support staff attend school site based professional development to address site based needs and support. Some of the professional development provided include:

- Curriculum Alignment Institutes
- Researched based professional development that supports students' needs and based on student data
- Instructional Coach Training
- Site Administrative Training and Coaching
- Summer Strategies Training and Practicum (with ELD/Academic Language Development for English Learners) outlined throughout the year
- Professional development for teachers & administrators on instruction in Standard English for African American students which includes follow up work with teachers and students

The district has also implemented a monitoring system to ensure the effectiveness of professional development for our staff. The monitoring system includes follow up sessions and site visits from district professional development facilitators.

Additionally, Vista High School staff participate in staff meetings which professional development is provided every Wednesday from 1:00 p.m.-3:00 p.m. During this time, teachers analyze student data, share instructional practices and collaborate in 21st century practices which include digital instruction and resources to support differentiated instruction.

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

| Subject | 2023-24 | 2024-25 | 2025-26 |
|----------------------------------------------------------------------------------------|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 182 | 100 | 23 |