



VISTA DEL MAR
CHILD AND FAMILY SERVICES

Vista School

VISTA DEL MAR
VISTA SCHOOL

BE Respectful

BE Responsible

BE Safe

**School Accountability Report Card
Reported Using Data from the 2017–18 School Year**

School Accountability Report Card

Reported Using Data from the 2017–18 School Year

California Department of Education

For *Vista School*

Address: 3200 Motor Avenue, Los Angeles, CA 90034 **Phone:** 310-836-1223 x571
Principal: Didi Watts, Ed.D. **Grade Span:** K-12

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page 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).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2018–19)

Entity	Contact Information
School Name	Vista School NPS
Street	3200 Motor Avenue
City, State, Zip	Los Angeles, CA 90034
Phone Number	310-836-1223 x571
Principal	Didi Watts, Ed.D.
Email Address	didiwatts@vistadelmar.org
Website	Vistadelmar.org
County-District-School (CDS) Code	19-64733-7092703

School Description and Mission Statement (School Year 2018–19)

Motto: Tikkun Olam: repairing the world, one child at a time. Vista School encourages students whose emotional, cognitive and /or behavioral issues have interfered with their ability to make progress in their education. Our goal is to support them in developing effective ways to cope with their internal/external environments and learning challenges to maximize their potential. The hope is that students develop coping skills that will support them in being successful in returning to their schools of residence. We assist students in cultivating skills that empower them to succeed in life and provide comprehensive family centered educational, emotional, and behavioral services, which encourage children and their families to lead self-reliant, stable and productive lives. We want our students to become effective and productive members of our community, to be good neighbors and manage conflict and disappointment in a pro-active, positive manner. Vista School offers two programs: one that leads towards a high school diploma, and one that leads to a certificate of completion. Regardless of the program, Vista believes that all students strive their educational program includes strong academics, the arts, and athletics.

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Kindergarten	1
Grade 1	3
Grade 2	9
Grade 3	10
Grade 4	12
Grade 5	8
Grade 6	18
Grade 7	17
Grade 8	16
Ungraded Elementary	0
Grade 9	21
Grade 10	18
Grade 11	22
Grade 12	24
Ungraded Secondary	8
Total Enrollment	187

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	49
American Indian or Alaska Native	0
Asian	1
Filipino	0
Hispanic or Latino	42
Native Hawaiian or Pacific Islander	0
White	6
Two or More Races	Declined to state
Socioeconomically Disadvantaged	78
English Learners	6
Students with Disabilities	100
Foster Youth	15

A. Conditions of Learning**State Priority: Basic**

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

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2016–17	School 2017–18	School 2018–19
With Full Credential	22	22	18
Without Full Credential	4	4	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016–17	2017–18	2018–19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	2	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018–19)

Year and month in which the data were collected: October 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Wonders, Study Sync; 2016	yes	0
Mathematics	Big Ideas, Go Math; 2016, 2015	yes	0
Science	Harcourt Science, Earth Science, Life Science Explorer, Physical Science Explorer; 2000, 2007 Integrated Science, Biology; 2004, 2007	yes	0
History-Social Science	Reflections, World History, Creating America; 2003, 2006, 2007; U.S. History, US Gov't.; 2010	yes	0
Foreign Language	Buen Viaje; 2004	Yes	0
Health	Lifetime Health; 2007	yes	0
Visual and Performing Arts	NA	N/A	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

Vista's 17 1/2 acre campus contains a variety of educational programs from the K program up to the Community Based Instructional program for students to age 22. Vista maintains safe boundaries for all students. The Elementary/Primary program, which is contained mainly with the secured, fenced area. The Primary program is also located on the farthest point from the main gate and the majority of vehicle traffic further ensuring the safety of the younger students. Students are supervised at all times and within eye-site of multiple staff. The Agency provides maintenance staff for general upkeep of facilities and grounds. The middle and high school program are located near the front of the campus. The school area is surrounded by a large fence and student supervision is heightened in this area.

Our annual Facility Inspection was done in December 2018 that included the following results:
Gas systems and pipes are in safe, functional and free of leaks. The Mechanical Systems such as HVAC are functional and unobstructed. Sewer line stoppage are not evident. Interior Surfaces are safe, clean and free of hazards. The overall cleanliness of school grounds, buildings, common areas and classrooms are cleaned regularly (free of acuminated refuse, dirt, and grime). Electrical Systems, components, and equipment are working properly, and fixtures are properly covered and secured from pupils' access. Pest/Vermin infestation are not evident. Restrooms are maintained and cleaned regularly. They are stocked with toilet paper, soap, and paper towels. Drinking fountains are clean, no leaks found, and water pressure is adequate. The Fire Equipment and emergency systems are functioning properly, there are no missing or damaged sprinkler heads and fire extinguishers are current and placed in all required areas. Roofs, gutters, and roof drain are intact and are free of visible damage. The playground equipment and schools' grounds of the area being inspected are clean, safe and functional.

A new play unit was installed in November 2018 that included a basketball court and handball court for the elementary pupils.
Currently we have no immediate facility improvements planned for the school.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: _____ December 2018 _____

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			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/Doors/Gates/Fences	X			<i>A new play unit was installed in November 2018 that included a basketball court and handball court for the elementary pupils.</i>

Overall Facility Rate

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

Overall Rating

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2016–17	School 2017–18	State 2016–17	State 2017–18
English Language Arts/Literacy (grades 3-8 and 11)	DPC	DPC	48	50
Mathematics (grades 3-8 and 11)	DPC	DPC	37	38

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: 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.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017–18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	116	81	69.8	1.23
Male	90	62	68.8	0
Female	26	19	73.0	1.23
Black or African American	54	42	77.7	
American Indian or Alaska Native	0	N/A	N/A	N/A
Asian	--	--	--	--
Filipino	0	N/A	N/A	N/A
Hispanic or Latino	42	32	76.1	
Native Hawaiian or Pacific Islander	0	N/A	N/A	N/A
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	116	81	69.8	1.23
English Learners	--	--	--	--
Students with Disabilities	116	81	69.8	1.23
Students Receiving Migrant Education Services	0	N/A	N/A	N/A
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of

students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017–18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	116	81	69.8	0.00
Male	90	62	68.8	0.00
Female	26	19	73.0	0.00
Black or African American	54	42	77.7	0.00
American Indian or Alaska Native	0	N/A	N/A	N/A
Asian	--	--	--	--
Filipino	0	N/A	N/A	N/A
Hispanic or Latino	42	32	76.1	0.00
Native Hawaiian or Pacific Islander	0	N/A	N/A	N/A
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	116	81	69.8	0.00
English Learners	--	--	--	--
Students with Disabilities	116	81	69.8	0.00
Students Receiving Migrant Education Services	0	N/A	N/A	N/A
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2016–17	School 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

Career Technical Education (CTE) Programs (School Year 2017–18)

Vista currently has staff who hold vocational credentials and provide instruction in the areas of food service and industrial arts. Our student body have the opportunity to participate in those courses as part of their elective studies. Additionally, Vista students aged 16 and above have the opportunity to participate in the WorkAbility 1 grant.

The Workability I (WAI): program provides comprehensive, career assessments, pre-employment skill training, employment placement and follow up for youth with disabilities in order to transition in the world of employment. The process enables students (ages 14-22) to complete their secondary education while obtaining employability skills resulting in job ready employees.

Under the program, clients may be hired through Vista Del Mar and or placed in jobs in the local community. They are paid minimum wage and are covered by workman’s compensation. Training positions last up to three months. It is our hope that prior to the end of training, employers would be able to hire the trainee. If hiring were not a possibility, we ask that a letter of recommendation be provided to the trainee.

Culinary Arts/Food Service and Hospitality: Vista’s programs follows California Career Technical Educational Curriculum Standards which include core comprehensive technical knowledge and skills that prepare students for learning in the Culinary Arts and Food Services Pathways. The classroom setting is the Campus Café in which knowledge and skills are acquired within a sequential, standard based pathway program that integrates hands on, projects, and work based instruction.

Industrial Arts

Vista students are exposed to the industrial arts

Use this space to provide information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and/or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement

- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated for effectiveness in attaining those outcomes
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

Career Technical Education (CTE) Participation (School Year 2017–18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	53
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.00
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0

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

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	15
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	11

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2017–18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	--	--	--
7	15	0	0
9	4	4	8

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

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

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018–19)

Parents are involved with their child's educational process through the IEP team meetings that occur on an annual or more frequent basis. Parents that are not able to attend meetings are encouraged to attend via telephone. Translators for our bilingual children and families are provided at the school and district level. Parents are encouraged to attend Back to School night, Open House, Enrichment performances and parent project/support groups. We also hold a transition meeting in May of each year to prepare families for their student's transition to another program (for example, leaving elementary and going into the middle school program). The school actively makes the best use of parents who offer to participate at school. We conduct parent surveys on an annual basis in order to determine the support required by our families. Coffee with the principal was held on a bimonthly basis to provide updates to families. A family orientation has been held for the past two years in the summer during ESY in an effort to inform families of any changes related to school policies and/or procedures. The family newsletter will be brought back and will begin in the fall of 2019. In order to provide reminders to families, we utilize a text messaging system to keep families informed of information going on at the school.

State Priority: Pupil Engagement

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

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

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

Indicator	School 2014–15	School 2015–16	State 2014–15	State 2015–16
Dropout Rate	N/A	N/A	10.7%	9.7%
Graduation Rate	N/A	N/A	82.3%	83.8%

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

Indicator	School 2016–17	State 2016–17
Dropout Rate	N/A	9.1%
Graduation Rate	N/A	82.7%

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Completion of High School Graduation Requirements – Graduating Class of 2017 (One-Year Rate)

Student Group	School	State
All Students	73.3%	88.7%
Black or African American	--	82.2%
American Indian or Alaska Native	0	82.8%
Asian	0	94.9%
Filipino	0	93.5%
Hispanic or Latino	--	86.5%
Native Hawaiian or Pacific Islander	0	88.6%
White	--	92.1%
Two or More Races	--	91.2%
Socioeconomically Disadvantaged	73.3%	88.6%
English Learners	0	56.7%
Students with Disabilities	100%	67.1%
Foster Youth	--	74.1%

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2015– 16	School 2016– 17	School 2017– 18	State 2015– 16	State 2016– 17	State 2017– 18
Suspensions	3%	16%	7.61%	3.7%	3.7%	3.5%
Expulsions	0	0	0	0.1%	0.1%	0.1%

School Safety Plan (School Year 2018–19)

This plan sets forth guidelines for emergency coordination and emergency response in the event of a disaster or emergency at Vista School. When an emergency alarm is sounded, all persons in the affected building(s) must immediately leave the structure and reassemble in their initial assembly areas until all persons are accounted for. The activity field serves as the main evacuation site. After all persons are accounted for, staff, children, and visitors proceed to the athletic field to join other agency personnel. Buildings may not be re-entered until clearance has been obtained from the Fire Department, Safety Management Officer, A.D. or a senior management person. In the event that the complete evacuation is necessary, an agreement provides arrangements for accommodations at an alternate evacuation site located at:

Beverly Hills Country Club
3084 Motor Ave.

Los Angeles, Ca. 90064

Contact Person: General Manager

Phone: (310)836-4400

Only the Incident Commander may authorize a total agency evacuation. Alternate evacuation sites are implemented as needed through the support of the Los Angeles area public assistance personnel and the American Red Cross.

Vista School Staff members assume responsibilities of evacuating all persons from their service areas via the nearest emergency exits. In case of fire, the building occupants are evacuated to the

parking lot. Once all children, staff, and visitors are accounted for, proceed, if directed to do so, to assigned locations on the athletic field. In the event of an earthquake, all persons should remain where they are until the shaking has subsided, taking cover under desk, tables or any available protection. Everyone should be aware of the danger of unsecured objects falling inside the rooms and offices. Vista School staff ensures that children and visitors remain in a safe place and are not allowed to run out to search for other family members and friends.

Once tremors have stopped. All staff, children and visitors evacuate to outside staging area. After all persons are accounted for, staff, children, and visitors, proceed to the athletic field to join the other agency personnel.

Vista school staff will notify Operations Team Coordinator and Incident Commander. An Emergency Response Team is assembled to search each room to ensure each total evacuation. One Client Supervision Team member will take a count of all evacuated children, staff and visitors.

Use this space to provide information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty and a student representative; as well as a brief description of the key elements of the plan.

Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) (School Year 2015–16)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A
K-1**	9	1	0	0
2-3rd**	10	2	0	0
4-5th**	11	4	0	0

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2016–17)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A
K-1**	8	1	0	0
2-3rd**	9	2	0	0
4-5th**	10	3	0	0
5-6th**	10	2	0	0

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

**“Other” category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2017–18)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A
1-3rd**	7	1	0	0
2-3rd**	9	2	0	0
4-5th**	10	3	0	0
5-6th**	10	1	0	0

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

**“Other” category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2015–16)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	9	9	0	0
Mathematics	10	9	9	0
Science	12	2	0	0
Social Science	12	2	0	0
7-12th	12	7	0	0
ungraded	12	2	0	0

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016–17)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	10	8	0	0
Mathematics	11	8	9	0
Science	13	2	0	0
Social Science	12	2	0	0
7-12th	12	6	0	0
ungraded	12	2	0	0

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017–18)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	13	2	0	0
Mathematics	12	2	9	0
Science	13	1	0	0
Social Science	13	1	0	0
7-12th	12	5	0	0
ungraded	9	2	0	0

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2017–18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.60	72
Counselor (Social/Behavioral or Career Development)	9	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	1	N/A
Social Worker	2	N/A
Nurse	.60	N/A
Speech/Language/Hearing Specialist	2	N/A
Resource Specialist (non-teaching)	0	N/A
Other	0	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016–17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$24,480	\$14,000	\$10,480	\$62,601
State	N/A	N/A	\$7,125	\$80,764
Percent Difference – School Site and State	N/A	N/A	DPL	DPL

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

Types of Services Funded (Fiscal Year 2017–18)

Our school functions as a therapeutic treatment environment offering students and families significant services. Students are identified for either DIS (designated Individualized Services) or ERICS (Educationally Related Intensive Counseling Services) through the IEP (Individualized Educational Plan) process. The majority of our students will qualify for either DIS or ERICS and are assigned to a NPS clinician. Students have weekly individual, group and sometimes family therapy sessions during school hours. The students Individualized Educational Plan (IEP) may also include occupational therapy, speech therapy, or the support of an additional adult as a related service. In addition, Vista offers a comprehensive range of social and psychological services that include psychiatric residential treatment, outpatient, individual/family and group therapy. Some of our students are eligible for other services such as Wrap Around and many of our students have outside therapy and psychiatric care. The NPS clinicians make every effort to coordinate treatment with all providers. The NPS clinicians help to facilitate contacts and maintain resources and care with such providers as well. Provide specific information about the types of programs and services available at the school that support and assist students.

Teacher and Administrative Salaries (Fiscal Year 2016–17)

Category	School Amount
Beginning Teacher Salary	\$48,000
Mid-Range Teacher Salary	\$62,601
Highest Teacher Salary	\$73,067
Average Principal Salary (Elementary)	*
Percent of Budget for Teacher Salaries	19%
Percent of Budget for Administrative Salaries	4.19%

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

*Small sample size prevents us from publishing this information.

Advanced Placement (AP) Courses (School Year 2017–18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	N/A

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

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

Professional Development

Vista follows state and federal mandates for the hiring of qualified staff and faculty and is currently NCLB compliant. Teachers are required to hold a credential in Special Education and complete program required courses in order to maintain the credential or be enrolled in a state approved educational program. Clinical staff are licensed in their field of choice, and complete required CE credits. Support staff are required to have completed a minimum of 48 college credits and/or pass a proficiency exam (state or local). All TAs are required to hold a bachelor's degree and pass the CBEST. Additionally, teaching staff are encouraged to continue their education in their field of study. Vista offers reimbursement up to \$1,500 per year for faculty. All staff are required to submit to clearance through the Department of Justice, maintain TB clearance, complete annual first aid and CPR competency and be re-certified yearly in Crisis Prevention Intervention Program.

Faculty meets for 3-5 days prior to the beginning of the school year for in-services and training in specific areas as designated by the current population and school needs. Additional training is offered on specific areas of need throughout the school year through 10 minimum days and 3 pupil free days. The 20 days of extended school year (ESY) provides an opportunity for the completion of mandatory trainings.

We encourage staff to utilize their talent and expertise in the area that is the best fit as it is our belief that individuals are able to make the greatest contribution when they are maximizing their talents in a position that is fulfilling.

This year's professional development has focused on trauma informed care. The staff will receive four days of training in addition to trainings on working with students who exhibit self-injurious behavior.

Annually, the staff participate in the CAPSES Conference which provides topics related to differentiation of instruction.