Vista Preparatory Academy

1770 S. Jackson Street • Red Bluff, CA 96080 • (530) 527-7840 • Grades 6-8
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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Red Bluff Union Elementary School District
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District Governing Board

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President

Sharon Barrett
Clerk

Steven Piffero
Member

Heidi Ackley
Member

Doug Schreter
Member

District Administration

Cliff Curry
Superintendent

Claudia Salvestrin
Assistant Superintendent

School Description

We are a 6th through 8th grade Title 1 school. Our goal is to improve student learning through the use of effective teaching strategies and best practices developed through collaboration opportunities and staff professional development. Our dedicated staff focuses on building strong connections and relationships with our students to support student learning. We believe that all students will excel when academic excellence is expected, expectations are consistent and taught regularly, and enrichment and supports are provided to engage and support learning academically and socially to prepare them for high school and beyond.

We have partnerships with community agencies to provide social emotional support and learning for students, college and career learning opportunities, and field trips that allow students to explore our local colleges. Through our electives and curriculum, students are exposed to and explore STEAM (Science, Technology, Engineering, Art and Mathematics). Our 8th grade leadership club also provides students with opportunities to create student rallies, develop spirit weeks, run food drives, and much more.

Our vision is to have students...

"Learning Today, Leading Tomorrow"

About the SARC

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/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	203
Grade 7	218
Grade 8	198
Total Enrollment	619

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	3.4
Asian	1
Hispanic or Latino	37.5
Native Hawaiian or Pacific Islander	0.5
White	50.9
Two or More Races	5.5
Socioeconomically Disadvantaged	79
English Learners	12.4
Students with Disabilities	14.5
Foster Youth	1.6
Homeless	3.2

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 for Vista Preparatory Academy	17-18	18-19	19-20
With Full Credential	26	24	29
Without Full Credential	3	3	3
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Red Bluff Union Elementary School District	17-18	18-19	19-20
With Full Credential	♦	♦	105
Without Full Credential	♦	♦	6
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at Vista Preparatory Academy

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Textbooks and Instructional Materials
Year and month in which data were collected: September 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Grades 6-8 Amplify -2016 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	College Preparatory Math (CPM)- 2013 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	Grade 6: Macmillan/McGraw Hill 2008 Grades 7 & 8: Glencoe/McGraw Hill 2008 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	Discovery Education- 2019 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)
Preventive maintenance is on-going to maintain the site's condition. Future goals include safety and security fencing for the back of the school and new electrical switch gear.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: January 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Poor	Areas of extreme deficiency include: sewer and boiler in the gym.
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Fair	Pest and vermin infestation is continuous challenge.
Electrical: Electrical	Poor	This is an area of extreme deficiency for the gym and one wing.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Poor	Restrooms in one area rate as an in extreme deficiency.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Poor	Portables need to be upgraded or removed.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	
Overall Rating	**Poor**	The district passed a bond to update facilities and replace portals. Repairs will be determined based on further assessment.

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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	41	39	39	39	50	50
Math	32	34	33	35	38	39

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 Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
7	18.2	13.4	10.0

Note: 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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	628	615	97.93	39.25
Male	322	314	97.52	30.03
Female	306	301	98.37	48.84
Black or African American	--	--	--	--
American Indian or Alaska Native	19	19	100.00	26.32
Asian	--	--	--	--
Hispanic or Latino	238	231	97.06	37.66
Native Hawaiian or Pacific Islander	--	--	--	--
White	322	317	98.45	40.51
Two or More Races	31	30	96.77	50.00
Socioeconomically Disadvantaged	511	500	97.85	34.47
English Learners	106	106	100.00	28.30
Students with Disabilities	91	87	95.60	9.30
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	13	13	100.00	7.69
Homeless	27	26	96.30	3.70

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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	630	618	98.10	33.71
Male	324	316	97.53	29.84
Female	306	302	98.69	37.75
Black or African American	--	--	--	--
American Indian or Alaska Native	19	19	100.00	36.84
Asian	--	--	--	--
Hispanic or Latino	238	232	97.48	29.31
Native Hawaiian or Pacific Islander	--	--	--	--
White	323	318	98.45	37.22
Two or More Races	32	31	96.88	32.26
Socioeconomically Disadvantaged	512	502	98.05	28.34
English Learners	106	106	100.00	23.58
Students with Disabilities	91	87	95.60	8.14
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	14	14	100.00	14.29
Homeless	27	27	100.00	0.00

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.

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 2019-20)
Parents and guardians may become involved in school activities both in the classroom and at school events. School administration may be contacted for information about parent organization activities and meetings as well as our secretaries or our English Language Learner Assistant at 530-527-7840. Some examples of activities in which parent involvement is welcomed and needed include: Our parent club (Vista Impowered Parents, VIP) Back to School Night, parent conferences, School Site Council, athletic events, school dances, field trips, Career Day, 8th Grade Leadership Day, fund-raising activities, Open House, English Learner Advisory Committee (ELAC), and graduation activities. We have invited all of our parents to schedule a time to tour the campus and visit if they have any questions. Parents are given opportunities for workshops and support around middle school topics such as cybersafety, bullying and harassment, suicide prevention, Gear Up, and college and career.

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.

School Safety Plan
The Vista Preparatory Academy School Safety Plan includes policies and procedures and a general overview of a safe and orderly environment. The plan outlines the role of the emergency team members and the specific steps and actions to be taken during various types of emergencies. The plan is reviewed and updated annually. Emergency drills are practiced throughout the year. Copies of the plan are available in the office. Date plan last reviewed: September 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	5.4	10.2	11.1
Expulsions Rate	0.0	0.1	0.4

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	3.6	5.0	5.5
Expulsions Rate	0.0	0.0	0.1

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	309.5

*   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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	1.5
Other	1.0

*   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.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$45,956	$49,378
Mid-Range Teacher Salary	$62,080	$77,190
Highest Teacher Salary	$85,625	$96,607
Average Principal Salary (ES)	$102,694	$122,074
Average Principal Salary (MS)	$104,437	$126,560
Average Principal Salary (HS)	$0	$126,920
Superintendent Salary	$143,400	$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	33%	36%
Administrative Salaries	4%	6%

*   For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$9,312	$2,614	$6,698	$56,305
District	N/A	N/A	$7,739	$64,414.00
State	N/A	N/A	$7,506.64	$77,619.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-14.4	-9.2
School Site/ State	-6.2	-29.8

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

The district's general fund includes funding for:
- General Operations: salaries, benefits, services, and materials
- Special Education: programs offering appropriate, individualized instruction to students with special needs
- Transportation
- Maintenance and Operations
- Special Projects: any monies from agencies (federal or state) earmarked for specific programs, projects or services

Each school receives an instructional budget based on enrollment, programs, and formulas set by Board of Education policy, state law, agreements with bargaining units, and guidelines of outside funding sources. The School Site Council (SSC) meets approximately once a month to develop, implement, monitor, and evaluate the school plan for student achievement. School plans align with the district's Local Control Accountability Plan (LCAP). Parent representatives are elected to the School Site Council and serve two year terms. All parents are welcome and encouraged to attend these meetings, as well as the District Advisory Committee (DAC) meetings, as a way to learn more about our school funding and academic goals.

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.