

School Accountability Report Card

Reported Using Data from the

2019–2020 School Year

California Department of Education

For Vista School

Address: 3200 Motor Ave, Los Angeles, CA 90034

Phone: 310-836-1223 x571

Principal: **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 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 webpage 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.

Throughout this document the letters DPL refer to data provided by the LEA, and the letters DPC refer to data provided by the CDE.

About This School

District Contact Information (School Year 2020–2021)

Entity	Contact Information
District Name	N/A
Phone Number	N/A
Superintendent	N/A
Email Address	N/A
Website	N/A

School Contact Information (School Year 2020–2021)

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	Edie Barnof Danielle Aranda-Harris Melodi Patterson Johnson
Email Address	EdieBarnof@vistadelmar.org DanielleAranda@vistadelmar.org MelodiPatterson@vistadelmar.org
Website	www.vistadelmar.org
County-District-School (CDS) Code	19-64733-7092703

School Description and Mission Statement (School Year 2020–2021)

Narrative provided by the LEA
<p><i>Use this space to provide information about the school, its program, and its goals.</i></p> <p>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.</p>

Student Enrollment by Grade Level (School Year 2019–2020)

Grade Level	Number of Students
Kindergarten	N/A
Grade 1	3
Grade 2	3
Grade 3	10
Grade 4	10
Grade 5	10
Grade 6	10
Grade 7	17
Grade 8	15
Ungraded Elementary	N/A
Grade 9	20
Grade 10	14
Grade 11	17
Grade 12	31
Ungraded Secondary	9
Total Enrollment	169

Student Enrollment by Student Group (School Year 2019–2020)

Student Group	Percent of Total Enrollment
Black or African American	49
American Indian or Alaska Native	.5
Asian	.5
Filipino	N/A
Hispanic or Latino	34
Native Hawaiian or Pacific Islander	N/A
White	15
Two or More Races	1
Socioeconomically Disadvantaged	N/A
English Learners	N/A
Students with Disabilities	N/A
Foster Youth	N/A
Homeless	N/A

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 2018–2019	School 2019–2020	School 2020–2021	
With Full Credential	17	18	18	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018–2019	2019–2020	2020–2021
Misassignments of 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 Other Instructional Materials
(School Year 2020–2021)*

Year and month in which the data were collected: October 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Wonders, Study Sync; 2017	yes	0
Mathematics	Go Math, Big Ideas; 2016, 2015	yes	0
Science	Elevate Science, Pearson 2019; Integrated Science, Interactions, Discovery Biology; 2004, 2021, 2021	yes	0
History-Social Science	Impact California, McGraw-Hill, 2019; World History Modern Times, US History, Government, Economics; 2006, 2010, 2019	yes	0
Foreign Language	Buen Viaje, 2004	yes	0
Health	Lifetime Health; 2007	yes	0
Visual and Performing Arts	N/A	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

Narrative provided by the LEA

*Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide a summary statement of the condition of the school facility, as required by Education Code sections 17014, 17032.5, 17070.75(a), and 17089(b).*

Vista's 171/2-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 most of the vehicle traffic further ensuring the safety of the younger students. Students are always supervised 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 is located near the front of the campus. The school area is surrounded by a large fence and student supervision is heightened in this area.

Construction of an outdoor seating/eating area was completed and installed at the lower school to accommodate approximately 32 students and staff wanting to eat outdoors.

Construction continues our brand-new Performing Arts Building in 2020-2021.

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 rate for each system inspected.
- The overall rating

Year and month of the most recent FIT report: _____ December 2019

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			

Overall Facility Rate

Year and month of the most recent FIT report: _____ December 2020

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 2018– 2019	School 2019– 2020	District 2018– 2019	District 2019– 2020	State 2018– 2019	State 2019–2020
English Language Arts/Literacy (grades 3-8 and 11)	DPC	N/A	DPC	N/A	DPC	N/A
Mathematics (grades 3-8 and 11)	DPC	N/A	DPC	N/A	DPC	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

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 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

CAASPP Test Results in Mathematics by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

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 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8 and high school)	DPC	N/A	DPC	N/A	DPC	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

CAASPP Test Results in Science by Student Group

Grades Five, Eight, and High School (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Career Technical Education Programs (School Year 2019–2020)

Narrative provided by the LEA

Use this space to provide information about Career Technical Education (CTE) programs as follows: 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 can participate in the Workability 1 grant. Students 16 years or older have ITP’s written in their IEP’s.

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. We maintained the Culinary Arts Program from August 2019-March 2020.

Career Technical Education (CTE) Participation (School Year 2019–2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	50
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	0

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

UC/CSU Course Measure	Percent
2019–2020 Pupils Enrolled in Courses Required for UC/CSU Admission	38
2018–2019 Graduates Who Completed All Courses Required for UC/CSU Admission	83

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 2019–2020)

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020–2021)

Narrative provided by the LEA
<p><i>Use this space to provide information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.</i></p> <p>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. In order to provide reminders to families, we utilize a text messaging system to keep families informed of information going on at the school.</p> <p>As of March 30, 2020, we started our remote learning. This consists of a minimum of 3 hours a day of online synchronous instruction, as well as asynchronous work via weekly packets. All other ancillary services are provided online as well.</p>

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 2016– 2017	School 2017– 2018	School 2018– 2019	District 2016– 2017	District 2017– 2018	District 2018– 2019	State 2016– 2017	State 2017– 2018	State 2018– 2019
Dropout Rate	N/A	N/A	N/A	N/A	N/A	N/A	9.1%	N/A	N/A
Graduation Rate	N/A	N/A	N/A	N/A	N/A	N/A	82.7%	N/A	N/A

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

(data collected between July through June, each full school year respectively)

Rate	School 2017– 2018	School 2018– 2019	District 2017– 2018	District 2018– 2019	State 2017– 2018	State 2018–2019
Suspensions	N/A	N/A	N/A	N/A	N/A	N/A
Expulsions	N/A	N/A	N/A	N/A	N/A	N/A

Suspensions and Expulsions for School Year 2019–2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019– 2020	District 2019– 2020	State 2019– 2020
Suspensions	N/A	N/A	N/A
Expulsions	N/A	N/A	N/A

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to prior years. These statistics should be reported by the different LEA’s we contract with as part of their statistics. We do not expel any students that is a district responsibility. When a student requires a different placement due to inappropriate behaviors, the school district will find a different NPS or program for the student to go to.

Narrative provided by the LEA

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

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:

The Griffin 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.

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.

Average Class Size and Class Size Distribution (Elementary) (School Year 2017–2018)

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
Other**	N/A	N/A	N/A	N/A

*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 2018–2019)

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
Other**	N/A	N/A	N/A	N/A

*Number of classes indicates how many classes fall into each size category (a range of total students per class). Overall our average class size is 9 but we never have more than 14 students to a class.

** “Other” category is for multi-grade level classes. Average Class Size and Class Size Distribution (Elementary) (School Year 2019–2020)

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
Other**	N/A	N/A	N/A	N/A

*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 2017–2018)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A
Social Science	N/A	N/A	N/A	N/A

*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 2018–2019)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A
Social Science	N/A	N/A	N/A	N/A

*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 2019–2020)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A
Social Science	N/A	N/A	N/A	N/A

*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.

Ratio of Pupils to Academic Counselor (School Year 2019–2020)

Title	Ratio
Pupils to Academic Counselor*	N/A

*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 2019–2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	8
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	1
Nurse	.5
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	N/A

*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 2018–2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	N/A	N/A	N/A	N/A
District	N/A	N/A	N/A	N/A
Percent Difference – School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	N/A	N/A
Percent Difference – School Site and State	N/A	N/A	N/A	N/A

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

Types of Services Funded (Fiscal Year 2019–2020)

Narrative provided by the LEA

Provide specific information about the types of programs and services available at the school that support and assist students.

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.

Teacher and Administrative Salaries (Fiscal Year 2018–2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	N/A	N/A
Mid-Range Teacher Salary	N/A	N/A
Highest Teacher Salary	N/A	N/A
Average Principal Salary (Elementary)	N/A	N/A
Average Principal Salary (Middle)	N/A	N/A
Average Principal Salary (High)	N/A	N/A
Superintendent Salary	N/A	N/A
Percent of Budget for Teacher Salaries	N/A	N/A
Percent of Budget for Administrative Salaries	N/A	N/A

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

Advanced Placement (AP) Courses (School Year 2019–2020)

Percent of Students in AP Courses: 0

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*	0

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

If a student required an AP class, we could offer it on line through one of our programs.

Professional Development

Measure	2018–2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	N/A	N/A	N/A

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 can 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.