



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.



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Last updated: 1/10/2019

Vista High School is an independent study alternative education school for grades 7-12. Our student population, like that of the greater district, is diverse in ethnic backgrounds and socioeconomic levels. Vista High provides a clear, well-rounded and rigorous student achievement program that addresses the full range of students' needs that results in all students being prepared for success in life. We follow the independent study format for all courses.

Grade 7	2
Grade 8	6
Grade 9	18
Grade 10	30
Grade 11	38
Grade 12	47
Ungraded Secondary	123
Total Enrollment	264

Last updated: 1/23/2019

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

With Full Credential	9	10	10	1211
Without Full Credential	0	0	0	140

Last updated: 1/23/2019

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.

Last updated: 1/18/2019

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

Reading/Language Arts	Pearson Prentice Hall Literature, c2002 - adopted 2018 National Geographic Edge, (ELD) c2014 - adopted 2014	Yes	0.0 %
Mathematics	Pearson Algebra 1, c2015 - adopted 2017 Pearson Envision Geometry, c2015 - adopted 2018 Pearson Envision Algebra 2, c2015 - adopted 2018 Glencoe McGraw Hill Advanced Mathematical Concepts, (Pre-Calculus) c2006 - adopted 2018	Yes	0.0 %
Science	McDougal Littell Biology, c2008 Prentice Hall Chemistry, c2007 Cambridge Physics Outlet Foundations of Physics, (Physics) c2004	Yes	0.0 %
History-Social Science	Glencoe World Geography & Cultures, (Foundations of Cultural Geography) c2008 McDougal Littell Modern World History, (World History) c2006 McDougal Littell, Americans: Reconstruction to the 21st Century, (US History) c2006 McDougal Littell Magruder's American Government, (American Government) c2006 Houghton Mifflin Harcourt Economics: Concepts & Choices, (Economics) c2008	Yes	0.0 %
Foreign Language	EMC Tres Branche, (French 1-4) c2014 - adopted 2014 Prentice Hall Realidades, (Spanish 1-3) c2004 - adopted 2004 EMC Aventura, (Spanish 4) c2013 - adopted 2014	Yes	0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/21/2019

WCCUSD takes great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the school uses the Facility Inspection Tool (FIT) developed by the State of California OPSC. Maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The school personnel also works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Last updated: 1/15/2019

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

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

Last updated: 1/28/2019

GA

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

All Students	57	52	91.23%	5.77%
Male	19	18	94.74%	
Female	38	34	89.47%	8.82%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino				
Hispanic or Latino	26	24	92.31%	
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	36	34	94.44%	5.88%
English Learners	--	--	--	
Students with Disabilities	11	--	63.64%	
Students Receiving Migrant Education Services				
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.

Last updated: 1/23/2015

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

Note: Percentages are not

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

- Efforts the school district

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

- High school dropout rates and
- High school graduation rates

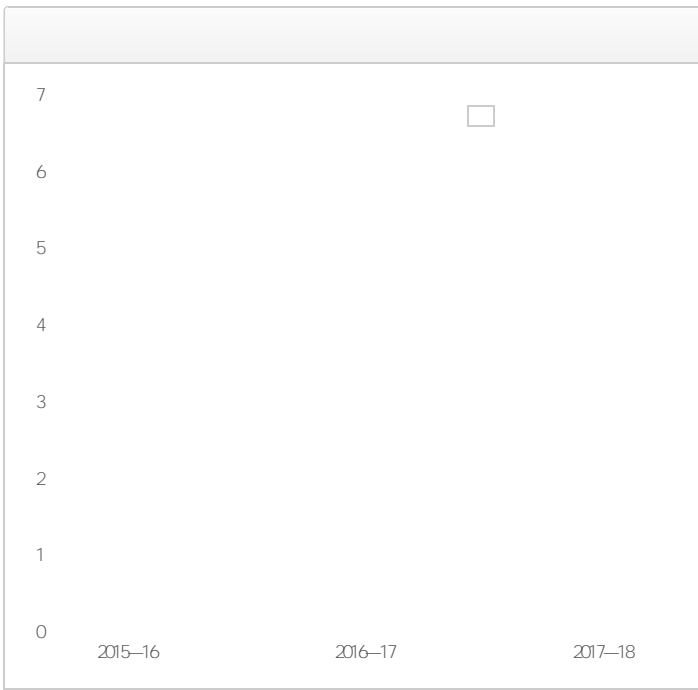
For the formula to calculate the 2016-17 adjusted cohort

All Students	80.7%	85.0%	88.7%
Black or African American	78.6%	79.7%	82.2%
American Indian or Alaska Native	0.0%	66.7%	82.8%
Asian	100.0%	94.9%	94.9%
Filipino	100.0%	95.2%	93.5%
Hispanic or Latino	76.5%	83.6%	86.5%
Native Hawaiian or Pacific Islander	0.0%	94.4%	88.6%
White	100.0%	87.9%	92.1%
Two or More Races	50.0%	88.0%	91.2%
Socioeconomically Disadvantaged	85.7%	88.1%	88.6%
English Learners	33.3%	62.0%	56.7%
Students with Disabilities	42.9%	59.2%	67.1%
Foster Youth	0.0%	75.0%	74.1%

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	0.3%	--	0.0%	6.3%	--	5.8%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



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

Last updated: 1/18/2019

Last updated: 1/10/2019

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

Last updated: 1/23/2019

