Vista Preparatory Academy

1770 S. Jackson Street • Red Bluff, CA 96080 • (530) 527-7840 • Grades 6-8
Mr. Rob Helmbold, Principal
rhelmbold@rbuesd.org
http://vpa-rbuesd-ca.schoolloop.com/

2016-17 School Accountability Report Card
Published During the 2017-18 School Year

Red Bluff Union Elementary School District
1755 Airport Rd.
Red Bluff, CA 96080
(530)-527-7200
www.rbuesd.org

District Governing Board

Sharon Barrett

Steven Piffero

Adriana Griffin

Heidi Ackley

Doug Schreter

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 opportunites 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 http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	215
Grade 7	196
Grade 8	191
Total Enrollment	602

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	2.2
Asian	0.5
Filipino	0
Hispanic or Latino	36.4
Native Hawaiian or Pacific Islander	0.2
White	56
Two or More Races	4
Socioeconomically Disadvantaged	73.8
English Learners	13.1
Students with Disabilities	14.3
Foster Youth	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			
Vista Preparatory Academy	15-16	16-17	17-18
With Full Credential	28	25	26
Without Full Credential	3	3	3
Teaching Outside Subject Area of Competence	1	0	0
Red Bluff Union Elementary School District	15-16	16-17	17-18
With Full Credential	♦	♦	96
Without Full Credential	♦	♦	9
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Vista Preparatory Academy	15-16	16-17	17-18
Teachers of English Learners	0	1	0
Total Teacher Misassignments	1	0	0
Vacant Teacher Positions	0	0	0

* "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 2017-18)

Textbooks and Instructional Materials Year and month in which data were collected: November 2017	
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	Grade 6: Everyday Math MacMillan/McGraw Hill 2014 CCSS Grades 6-8: College Preparatory Math 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	Glencoe Discovering Our Past 2006 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science Laboratory Equipment	N/A **The textbooks listed are from most recent adoption:** N/A

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: December 2017				
System Inspected	**Repair Status**			**Repair Needed and** **Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical			X	Need to get a new switch gear for electrical.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		Continuous repair for portable roofing. Mechanical room wall is cracked. Entire school needs re-caulking.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	39	46	42	47	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education 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 piloted in spring 2017. The CST and CMA for Science will no longer be administered.

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	34	32	40	37	48	48
Math	26	25	31	30	36	37

* 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.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	20.8	13.5	6.8

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	206	203	98.5	46.3
Male	98	97	99.0	51.6
Female	108	106	98.2	41.5
Hispanic or Latino	65	63	96.9	39.7
White	127	126	99.2	49.2
Socioeconomically Disadvantaged	162	160	98.8	45.0
English Learners	18	18	100.0	11.1
Students with Disabilities	22	22	100.0	13.6

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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 2016-17 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	604	599	99.17	32.11
Male	326	323	99.08	29.19
Female	278	276	99.28	35.51
Black or African American	--	--	--	--
American Indian or Alaska Native	13	13	100	15.38
Asian	--	--	--	--
Hispanic or Latino	218	217	99.54	31.48
Native Hawaiian or Pacific Islander	--	--	--	--
White	344	340	98.84	34.71
Two or More Races	22	22	100	13.64
Socioeconomically Disadvantaged	464	460	99.14	30.5
English Learners	98	98	100	25.51
Students with Disabilities	94	93	98.94	6.52
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	15	14	93.33	21.43

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 2016-17 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	604	597	98.84	24.96
Male	326	322	98.77	24.53
Female	278	275	98.92	25.45
Black or African American	--	--	--	--
American Indian or Alaska Native	13	13	100	7.69
Asian	--	--	--	--
Hispanic or Latino	218	216	99.08	20.83
Native Hawaiian or Pacific Islander	--	--	--	--
White	344	339	98.55	29.5
Two or More Races	22	22	100	13.64
Socioeconomically Disadvantaged	464	459	98.92	23.53
English Learners	98	98	100	19.39
Students with Disabilities	94	92	97.87	4.35
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	15	14	93.33	7.14

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)
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, 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 as well through our Parents Investing in a Quality Education (P.I.Q.E).

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: August 2017.

Suspensions and Expulsions			
School	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	15.2	7.2	5.4
Expulsions Rate	1.2	0.0	0.0
District	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	9.1	5.6	3.6
Expulsions Rate	0.4	0.0	0.0
State	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2003-2004	2006-2007
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	4	
Percent of Schools Currently in Program Improvement	100	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	1.0
Social Worker	
Nurse	.25
Speech/Language/Hearing Specialist	0
Resource Specialist	
Other	
Average Number of Students per Staff Member	
Academic Counselor	

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

Average Class Size and Class Size Distribution (Secondary)												
	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
Subject	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English												
Mathematics												
Science												
Social Science												

* 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.

Professional Development provided for Teachers

The Red Bluff Union Elementary School District and Vista Preparatory Academy are committed to ensuring that each student receives a challenging, engaging and multifaceted education that prepares him/her for college and career success. In so doing, all faculty and staff participate in targeted and goal focused yearly professional development by attending some or all of the following.

1. In-District training sessions with outside consultants and or district level professionals.
2. On-site training and learning presented through staff and/or grade level meetings.
3. One-on-one and small group training utilizing our site instructional coach, teacher leaders and through the district's professional evaluation process.
4. Attendance and participation in workshops offered through the county office of education or through professional educational conferences.

During the year, teachers are provided applicable training through subjects that are covered during the weekly staff meetings and teacher collaboration, which occurs twice monthly. All of our new teachers have had support through district funded participation in a program called Advancement for Teacher Excellence (formerly BTSA). Professional development is also offered through off site training and after school training. Collaboratively the staff is working on assessments and the assessment schedule in ELA, Writing, and Mathematics. We have new teacher staff meetings separate from our regular staff meetings and an instructional coach to provide additional support, collaborative planning, and model lessons for staff. Staff are also provided specific curriculum professional development for ELA and Math, engagement strategies, positive behavior interventions, and other areas based on our collaboration around data and student needs.

FY 2015-16 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$42,644	$47,034
Mid-Range Teacher Salary	$57,921	$73,126
Highest Teacher Salary	$79,457	$91,838
Average Principal Salary (ES)	$100,034	$116,119
Average Principal Salary (MS)	$104,178	$119,610
Average Principal Salary (HS)		$115,194
Superintendent Salary	$152,145	$178,388
Percent of District Budget		
Teacher Salaries	35%	37%
Administrative Salaries	5%	6%

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

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	$8,337	$1,768	$6,569	$56,984
District	♦	♦	$6,747	$63,095
State	♦	♦	$6,574	$74,194
Percent Difference: School Site/District			-2.6	-9.5
Percent Difference: School Site/ State			15.7	-20.4

* Cells with ♦ do not require data.

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 http://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.