



Vista Preparatory Academy

1770 S. Jackson Street • Red Bluff, CA 96080 • (530) 527-7840 • Grades 6-8

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<http://vpa-rbuesd-ca.schoolloop.com/>

2017-18 School Accountability Report Card Published During the 2018-19 School Year



Red Bluff Union Elementary

School District

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

District Governing Board

Steve Piffero
Sharon Barrett
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 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	211
Grade 7	206
Grade 8	192
Total Enrollment	609

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.0
American Indian or Alaska Native	3.1
Asian	0.2
Filipino	0.2
Hispanic or Latino	36.8
Native Hawaiian or Pacific Islander	0.2
White	54.2
Socioeconomically Disadvantaged	79.0
English Learners	12.5
Students with Disabilities	14.3
Foster Youth	2.0

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	16-17	17-18	18-19
With Full Credential	25	26	24
Without Full Credential	3	3	3
Teaching Outside Subject Area of Competence	0	0	0
Red Bluff Union Elementary School District	16-17	17-18	18-19
With Full Credential	♦	♦	90
Without Full Credential	♦	♦	10
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Vista Preparatory Academy	16-17	17-18	18-19
Teachers of English Learners	1	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 2018-19)

Textbooks and Instructional Materials Year and month in which data were collected: December 2018	
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

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	Fair	The boiler system in the gym is out of commission.
Interior: Interior Surfaces	Fair	The majority of flooring needs to be replaced.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Poor	Pest and vermin infestation is continuous.
Electrical: Electrical	Poor	Need to get a new switch gear for electrical.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	All portables need to be removed.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	
Overall Rating	Fair	

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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	32.0	41.0	37.0	39.0	48.0	50.0
Math	25.0	32.0	30.0	33.0	37.0	38.0

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						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	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 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.

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	17.5	13.5	3.5

* 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.

**School Year 2017-18 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	603	593	98.34	40.71
Male	315	309	98.10	35.71
Female	288	284	98.61	46.13
Black or African American	--	--	--	--
American Indian or Alaska Native	20	20	100.00	50.00
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	219	216	98.63	36.11
Native Hawaiian or Pacific Islander	--	--	--	--
White	334	328	98.20	44.04
Two or More Races	22	21	95.45	19.05
Socioeconomically Disadvantaged	479	471	98.33	35.11
English Learners	94	93	98.94	30.11
Students with Disabilities	82	78	95.12	6.49
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	15	15	100.00	13.33

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 2017-18 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	593	98.18	32.09
Male	315	308	97.78	32.14
Female	289	285	98.62	32.04
Black or African American	--	--	--	--
American Indian or Alaska Native	20	20	100	35
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	218	216	99.08	27.31
Native Hawaiian or Pacific Islander	--	--	--	--
White	336	328	97.62	36.09
Two or More Races	22	21	95.45	23.81
Socioeconomically Disadvantaged	480	471	98.13	27.02
English Learners	93	93	100	27.96
Students with Disabilities	82	76	92.68	5.26
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	15	15	100	0

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 2018-19)

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, 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 2018.

Suspensions and Expulsions

School	2015-16	2016-17	2017-18
Suspensions Rate	7.2	5.4	10.2
Expulsions Rate	0.0	0.0	0.2
District	2015-16	2016-17	2017-18
Suspensions Rate	5.6	3.6	5.0
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	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.

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	.20
Resource Specialist (non-teaching)	
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)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
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 BTSAs). 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 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,377	\$48,064
Mid-Range Teacher Salary	\$59,949	\$75,417
Highest Teacher Salary	\$82,685	\$94,006
Average Principal Salary (ES)	\$100,981	\$119,037
Average Principal Salary (MS)	\$99,475	\$123,140
Average Principal Salary (HS)	\$0	\$135,974
Superintendent Salary	\$145,221	\$183,692
Percent of District Budget		
Teacher Salaries	34.0	36.0
Administrative Salaries	4.0	6.0

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

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.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$9,312	\$2,614	\$6,698	\$56,305
District	◆	◆	\$7,739	\$61,750
State	◆	◆	\$7,125	\$76,046
Percent Difference: School Site/District			-14.4	-9.2
Percent Difference: School Site/ State			-6.2	-29.8

* Cells with ◆ 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.