

SARC 2017-18

SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2018-19



Vista High (Continuation)

Address: 1520 Yosemite Ave. Escalon, CA 95320-1753

Principal: George Megenney, Principal

Phone: (209) 838-1450

Email: gmcgenney@escalonusd.org

Web Site:

CDS Code: 39685023930054



Escalon Unified

Superintendent: Ron Costa

Phone: (209) 838-3591

Email: rcosta@escalonusd.org

Web Site: www.escalonusd.org



I DATA AND ACCESS

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.

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.

II ABOUT THIS SCHOOL

District Contact Information Most Recent Year

District Name: Escalon Unified
 Phone Number: (209) 838-3591
 Superintendent: Ron Costa
 E-mail Address: rcosta@escalonusd.org
 Web Site: www.escalonusd.org

School Contact Information Most Recent Year

School Name: Vista High (Continuation)
 Street: 1520 Yosemite Ave.
 City, State, Zip: Escalon, CA 95320-1753
 Phone Number: (209) 838-1450
 Principal: George Megenney, Principal
 E-mail Address: gmcgenney@escalonusd.org
 Web Site:
 County-District-School
 (CDS) Code: 39685023930054

School Description and Mission Statement (School Year 2018-19)

Vista High School's mission is to provide a safe and consistent learning environment where students are inspired to overcome previous academic challenges by meeting specific and achievable goals in order to graduate and begin the transition to adult life. VHS and its staff are dedicated to helping all students develop and maintain positive learning habits that will help them to find success in the workforce or postsecondary settings.

Vista Continuation High School was established in 1983 and serves up to approximately 40 students in grades eleven and twelve. The high school is located in Escalon, in the northern San Joaquin Valley. Vista High School employs two teachers, one administrator, one secretary, and one part-time counselor. Subject matters taught include English Language Arts, Mathematics, Science, Social Studies, Physical Education, and various electives. Vista High School students are also required to complete school approved community service as part of their graduation requirements. Vista High School is one of two alternative secondary programs in the Escalon Unified School District.

The school is housed in three separate portables which include two classrooms and an office. Students have access to Chromebooks for use in routine class activities or web-based assignments. Vista is located adjacent to Escalon High School. Escalon High School facilities are used for physical education purposes. Vista High School occasionally makes use of the Escalon High School library for presentations and uses its Performing Arts building for its yearly graduation ceremony.

The typical student comes to Vista High School because they are having either credit or attendance issues in the traditional high school setting. Vista offers students the opportunity to earn credits at an accelerated pace in order to meet their educational goals.

Students at Vista are expected to treat all people with respect and dignity, make decisions based on what is best for their academic and life goals, demonstrate punctuality and maintain good attendance as one would be expected to do in the labor force, and collaborate with teachers and peers to achieve desired results.

The goal of Vista High School's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Parents and students are informed of discipline policies at the beginning of each school year. The first day of school, an orientation is held with the students, and the student/parent handbook is reviewed. The handbook is sent home for review by both the student and parent/guardian. In addition, an intake interview is held with each student and parents/guardian who enroll during the school year.

The Vista High School staff and program are dedicated to helping students develop and establish positive living and learning habits which will help them to succeed in school as well as in the work force. Vista High School provides a variety of opportunities which promote the acquisition of skills and behaviors necessary for success in today's diverse world. As a school community, we strive to help our students earn at least the minimum number of credits every grading period that they require in order to be on a path toward graduation. We will use student achievement data as we expand the use of standards-based instructional material to meet the academic needs of all students. We will provide alternative opportunities for student achievement through the support of ongoing academic growth. We will continue to use and implement technology to support and enhance learning and instruction. We will provide programs and presentations to foster improvement in self esteem, tolerance, mutual respect, good citizenship and career development.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 11	13
Grade 12	12
Total Enrollment	25

Student Enrollment by Student Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	
American Indian or Alaska Native	4%
Asian	
Filipino	
Hispanic or Latino	76%
Native Hawaiian/Pacific Islander	
White	20%
Two or More Races	
Socioeconomically Disadvantaged	80%
English Learners	20%
Students with Disabilities	
Foster Youth	

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 2016-17	School 2017-18	School 2018-19	District 2018-19
With Full Credential	2	2	2	
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	2016-17	2017-18	2018-19
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 Instructional Materials (School Year 2018-19)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Month and year in which data were collected: January 2019

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	% Students lacking own assigned copy
Reading/Language Arts	Holt, Literature & Language Arts, Third and Fourth Courses, Great Source, Vocabulary for Achievement, Introductory through Fourth Courses, Sadlier-Oxford Vocabulary Workshop (Levels A-G)	No	0%
Mathematics	Globe Fearon, Algebra 1, AGS Consumer Math	No	0%
Science	AGS Biology AGS Earth Science AGS Physical Science	No	0%
History-Social Science	McDougal Littell, Modern World History Holt, American Anthem, Modern American History	No	0%
Foreign Language	N/A	N/A	0%
Health	D.C. Heath Perspectives on Health, AGS Everyday Life Skills	No	0%
Visual and Performing Arts	N/A	N/A	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

School Facility Conditions and Planned Improvements

Vista High School provides a safe and clean environment for students and staff. All classrooms are up-to-date and provide adequate space for students and staff. A custodian routinely cleans classrooms, restrooms, and makes sure that campus grounds are also kept clean and safe. A scheduled maintenance program is administered by the Escalon Unified School District to ensure that all classrooms and facilities are well maintained.

School Facility Good Repair Status

Using the most recent 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 Overall Rating

Month and year in which data were collected: January 2019

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	✓	-	-	
Interior: Interior Surfaces	-	-	✓	School administration will review recommendations by MOT (Maintenance and Transportation) to repair and improve interior conditions on site and implement a plan to make needed repairs.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	✓	-	-	
Electrical: Electrical	✓	-	-	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	✓	-	-	
Safety: Fire Safety, Hazardous Materials	✓	-	-	
Structural: Structural Damage, Roofs	✓	-	-	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	✓	-	-	

Overall Facility Rate

Month and year in which data were collected: January 2019

	Exemplary	Good	Fair	Poor
Overall Rating	-	✓	-	-

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

Subject	Percent of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/ Literacy (grades 3-8 and 11)	0.0%	11%	41%	44%	48%	50%
Mathematics (grades 3-8 and 11)	0.0%	6%	31%	31%	37%	38%

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	19	18	94.74%	11.11%
Male	14	14	100.00%	14.29%
Female	--	--	--	--
Black or African American				
American Indian or Alaska Native	--	--	--	--
Asian				
Filipino				
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander				
White	--	--	--	--
Two or More Races				
Socioeconomically Disadvantaged	13	13	100.00%	7.69%
English Learners	--	--	--	--
Students with Disabilities				
Students Receiving Migrant Education Services				
Foster Youth				

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.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	18	18	94.74%	5.56%
Male	14	14	100.00%	7.14%
Female	4	4	100%	0%
Black or African American	0	0	0%	0%
American Indian or Alaska Native	0	0	0%	0%
Asian	0	0	0%	0%
Filipino	0	0	0%	0%
Hispanic or Latino	15	15	100%	6.66%
Native Hawaiian or Pacific Islander	0	0	0%	0%
White	4	4	100%	0%
Two or More Races	0	0	0%	0%
Socioeconomically Disadvantaged	13	13	100.00%	7.69%
English Learners	6	6	100%	0%
Students with Disabilities	0	0	0%	0%
Students Receiving Migrant Education Services	0	0	0%	0%
Foster Youth	0	0	0%	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.

CAASPP Test Results in Science for All Students Grades Five, Eight, and High School

Subject	Percent of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	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 new California Science Test (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.

Career Technical Education (CTE) Programs (School Year 2017-18)

Not Applicable.

Career Technical Education (CTE) Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
Percent of pupils completing a CTE program and earning a high school diploma	0%
Percent of CTE courses 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
2017-18 Pupils Enrolled in Courses Required for UC/CSU Admission	.00%
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	.00%

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 2017-18)

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			
7			
9			

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.

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 the community are very supportive of the education program at Vista High School. Parents participate in conferences. Parents are also welcome to volunteer in the classroom and for school events. Parents are always encouraged to call and inquire about the progress of their child. The teachers and administration are in contact with parents on a regular basis to update them on students' academic/credit progress. A school website is updated regularly with school events and important information.

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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	17.2%	40.0%	18.5%	5.2%	3.9%	3.6%	10.7%	9.7%	9.1%
Graduation Rate	79.3%	60.0%	81.5%	92.7%	93.4%	94.7%	82.3%	83.8%	82.7%

Completion of High School Graduation Requirements – Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	100.00	96.75	88.72
Black or African American	.00	100.00	82.15
American Indian or Alaska Native	.00	.00	82.81
Asian	.00	100.00	94.93
Filipino	.00	100.00	93.45
Hispanic or Latino	100.00	95.37	86.54
Native Hawaiian/Pacific Islander	.00	.00	88.56
White	100.00	97.60	92.12
Two or More Races	100.00	100.00	91.15
Socioeconomically Disadvantaged	100.00	95.92	88.64
English Learners	100.00	100.00	56.74
Students with Disabilities	100.00	90.32	67.12
Foster Youth	.00	100.00	74.08

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

Rate*	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	15.00	14.58	12.24	5.24	5.62	4.56	3.65	3.65	3.51
Expulsions	1.67	4.17	0.00	0.13	0.20	0.06	0.09	0.09	0.08

School Safety Plan – (School Year 2018-19)

The School Safety Plan contains current updated procedures, checklists, and information which are used by staff to maintain a safe campus at all times. Safety drills are held for fires and earthquakes. Checklists for emergency procedures for a variety of emergency situations including active shooter, explosion, hostage crisis, chemical accident and bomb threat are also contained in the safety plan. Emergency contact numbers and phone trees for district and school staff are provided. Informational sections of the School Safety Plan include: Crisis Intervention, Planning Checklists, Child Abuse Reporting, Dangerous Pupils, Sexual Harassment, Safe Ingress/Egress, Safe and Orderly Environment, Dress Code, and SB187 guidelines.

Evidence that the facility is inspected on a regular basis for hazardous materials and unsafe or unsanitary conditions is maintained in the school office.

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 (Secondary)

Subject	Avg. Class Size	2015-16 Number of Classes*		
		1-22	23-32	33+
English	20	2		
Mathematics	20	2		
Science	20	2		
Social Science	20	2		

* 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)

Subject	Avg. Class Size	2016-17 Number of Classes*		
		1-22	23-32	33+
English	19	2		
Mathematics	19	2		
Science	19	2		
Social Science	19	2		

* 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)

Subject	Avg. Class Size	2017-18 Number of Classes*		
		1-22	23-32	33+
English	13	2		
Mathematics	13	2		
Science	13	2		
Social Science	13	2		

* 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.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.2	200
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	.1	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist (non - teaching)	0	N/A
Other	0	N/A

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

* 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 2016-17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9735.37	\$1681.96	\$8053.41	\$84532.00
District	N/A	N/A		\$72223
Percent Difference – School Site and District	N/A	N/A		14.56%
State	N/A	N/A	\$7125	\$71392
Percent Difference – School Site and State	N/A	N/A	11.53%	15.54%

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

Types of Services Funded (Fiscal Year 2017-18)

Vista High School provides an alternative to the standard high school environment through the following funds:

Lottery

LCAP

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43473	\$45681
Mid-Range Teacher Salary	\$66767	\$70601
Highest Teacher Salary	\$93161	\$89337
Average Principal Salary (Elementary)	\$99858	\$110053
Average Principal Salary (Middle)	\$124944	\$115224
Average Principal Salary (High)	\$127302	\$124876
Superintendent Salary	\$172370	\$182466
Percent of Budget for Teacher Salaries	38%	33%
Percent of Budget for Administrative Salaries	6%	6%

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

Advanced Placement (AP) Courses (School Year 2017-18)

Subjects	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All courses	0	.0%

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

* Where there are student course enrollments.

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Teachers at Vista High receive professional development to assist them to more effectively address the Common Core Standards. Teachers have multiple opportunities to collaborate with peers across the district to expand their content knowledge.