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CDS Code
37684523730207

Grades 6-12

Vista Adult Transition Center

School Accountability Report Card

Reported Using Data from the 2017-18 School Year
Published During 2018-19

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Vista Unified School District

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About This School

Vision, Mission, and Core Values

The vision of Vista Adult Transition Center is to provide a truly individualized program for young adults with disabilities in all domains of adult transition. We will accept all 18-22-year-old students in the Vista Unified School District if they have a current IEP, they have had access to four years of high school curriculum and they have not yet earned a high school diploma

Vista Adult Transition Center's mission is to provide each of our students a diverse education in a safe environment, promoting independence, motivation, critical thinking and self-advocacy.

Vista Adult Transition Center **Core Values:**

- Self-directed, personalized learning
- Character (integrity, trustworthiness, responsibility, fairness, respect, citizenship)
- Independent critical thinking and problem-solving
- Self-determination
- Perseverance
- Communication

Principal's Message

Vista Adult Transition Center is an Adult Transition Program developed for students with disabilities aged 18-22 in the Vista Unified School District. Students are eligible to attend VATC if they meet these four criteria: 1) they have a current IEP, 2) they are 18 years old by the end of their first semester, 3) they have completed four years in a high school program, and 4) have not yet received a high school diploma.

VATC ATP students are provided individualized support in four domains of adult living: 1) domestic skills, 2) post-secondary education, 3) work experience/vocational education and 4) community awareness and access.

VATC is a hub for young adults with disabilities, entirely personalized in providing each student with appropriate support in becoming independent, successful adults. No two students have the same program or schedule as each is tailor-made through IEP and individual transition plan (ITP) development with each student and their family.

Vista Adolescent Learning Academy intensive academic, social, behavioral and communication support for middle and high school-aged students with severe disabilities. It is a public-school setting developed to provide an alternative to more restrictive non-public schools for Vista Unified School District students. An extremely high staff to student ratio, sensory training labs, and specialized equipment maximize the potential of success for our VALA students and their families.

VATC is a unique and thriving campus, a place where students can develop their own goals and receive support in achieving them. For up to four years, students with disabilities gain access to community resources, education, and employment and can continue to receive related services determined by their IEP team.

SCHOOL ACCOUNTABILITY REPORT CARD

School Description

Vista Adult Transition Center is a separate-site special education facility that provides an education to young adults with disabilities. All students at VATC have entirely individualized programs based on four domains: Community and Resources access and awareness, work experience/vocational and career education, postsecondary education, and domestic/daily living skills education. Mobility training is incorporated in the four domains, allowing all students to appropriately and safely contribute to the community at large. VATC also houses a behavior-focused class for up to 9 middle school and high school -aged students with extreme behavioral, intellectual and communication challenges.

Major Achievements

- VATC has become a model adult transition program with staff members speaking at local and state-wide conferences about the development of the program.
- Vista Adolescent Learning Academy has become a model non-public school alternative, keeping students with unique behavioral needs in a public-school setting.
- VATC has connected with 30+ community businesses and non-profits to provide vocational opportunities and work experiences for over 100 ATP students.
- Teachers participate in ongoing professional development and collaboration to improve student achievement.
- VATC continues to expand technology available to all students through one-to-one access to computers, Chromebooks, or iPads and assistive technology software/applications.
- Enrollment in VATC has increased from 70 to 120 students over the past four years in mild/mod ATP, mod/severe ATP, and non-public school alternative programs.

Focus for Improvement

- The VATC team is participating in ongoing professional development and is working to explore new technologies and specialized learning systems in order to provide VATC students with the best learning experience toward successful post-secondary outcomes.
- Teachers are committed to aligning curriculum with the California Common Core State Standards as well as improving communication and vocational skills among all students.
- Teachers in the district participate in the design and implementation of assessments that measure students' mastery of standards in English/language arts, math, science, and social science.
- Professional Development opportunities for all staff are provided through the district and SELPA in technology, instructional techniques, social/behavioral intervention and communication skills with the intent of creating the best program possible for our students.

Student Enrollment by Grade Level (2017-18)

This table displays the number of students by grade level that were enrolled at the school on the previous year Fall Census Day (first Wednesday in October). The data source is the certified California Longitudinal Pupil Achievement Data System (CALPADS) Fall 1 data.

Grade Level	Enrollment
Grade 6	2
Grade 7	1
Grade 8	1
Grade 9	2
Grade 10	2
Grade 11	2
Grade 12	4
Ungraded Secondary	8
Total Enrollment	112

Student Enrollment by Subgroup (2017-18)

This table includes the percentage of students enrolled at the school on the previous year Fall Census Day (first Wednesday in October) by racial/ethnic student group, and the percentage of students at the school who are identified as socioeconomically disadvantaged (SED), English Learners (ELs), students with disabilities, and foster youth. The data source is the certified California Longitudinal Pupil Achievement Data System (CALPADS) Fall 1 data.

Student Group	Percent of Total Enrollment
Black or African American	4.5%
American Indian or Alaska Native	0.0%
Asian	2.7%
Filipino	1.8%
Hispanic or Latino	59.8%
Native Hawaiian or Pacific Islander	3.6%
White	26.8%
Two or More Races	0.9%
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	50.0%
English Learners	38.4%
Students with Disabilities	100%
Foster Youth	0.9%

SCHOOL ACCOUNTABILITY REPORT CARD

Conditions of Learning:

Teacher Credentials

Here we report the number of teachers assigned to the school and the district with a full credential, without a full credential, and those teaching outside their subject area of competence.

Teachers	School			District
	2016-17	2017-18	2018-19	2017-18
With Full Credential	8	8	8	982
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course during the first 20 days of the school year or semester).

	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 (EL).

Curriculum and Instructional Materials

Reading and Writing (6-8): Our district-adopted language arts curriculum for middle school is Holt Literature and Language Arts. The skills and strategies taught in this comprehensive program represent a rigorous plan of instruction with a specific focus on the California Common Core Standards. Reading comprehension and writing standards are taught and assessed at all levels. Systematic instruction and a variety of resources ensure success for all Vista students.

Reading and Writing (9-12): The high school curriculum in English is aligned with the California Common Core Standards for grades nine through twelve. Teachers ensure that students learn the required skills in reading comprehension, literary analysis, writing, listening, and speaking. The district has identified essential standards for all students to master. We are using Illuminate to provide teachers with specific data to guide their instruction. As required by the state standards, students read silently either in class or at home every day.

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2018-19)

The District textbooks are reviewed and approved by the Superintendent and the Board of Trustees. Each pupil in the district, kindergarten through grade twelve, is provided with standards-aligned textbooks or basic instructional materials that are consistent with the content and cycles of the curriculum framework adopted by the State Board.

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials. The adoption of the resolution regarding sufficiency of instructional and supplemental instructional materials for fiscal year 2018-19 pursuant to Education Code Sections 60119, 60422(b) and 60451 was done on October 18, 2018.

Textbooks Grades 6-8				
Core Curriculum Area	Textbooks and Instructional Materials	Year of Adoption	From the Most Recent Adoption (Yes or No)	Percent of Students Lacking Their Own Assigned Copy
Reading/Language Arts	Holt <i>Literature and Language Arts</i>	2003	Yes	0%
Mathematics	CPM Educational Programs <i>College Preparatory Mathematics</i>	2016	Yes	0%
Science	CPO- <i>Focus on Science</i>	2007	Yes	0%
History-Social Science	(TCI) <i>History Alive!</i>	2006	Yes	0%
English Language Development	Hampton Brown- <i>High Point</i> Scholastic- <i>English 3D</i>	2001 2011	Yes Yes	0% 0%
Foreign Language	McDougal Littell- <i>En Espanol</i> McDougal Littell- <i>Tu Mundo</i> Glencoe/McGraw-Hill- <i>Como Te Va</i>	2004 2002 2010	Yes Yes Yes	0% 0% 0%
Health	Positive Prevention Plus – Sexual Health Education for America's Youth Middle School	2018	Yes	0%
Supplemental Instructional Materials	Scholastic- <i>Read 180</i>	N/A	Yes	0%

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Textbooks Grades 9-12				
Core Curriculum Area	Textbooks and Instructional Materials	Year of Adoption	From the Most Recent Adoption (Yes or No)	Percent of Students Lacking Their Own Assigned Copy
Reading/Language Arts	Holt <i>Literature and Language Arts</i> Prentice Hall	2006	Yes	0%
	<i>Timeless Voices, Timeless Themes</i> Bedford-St. Martin's	2003, 2007	Yes	0%
	<i>Everything's an Argument with Readings</i>	2011	Yes	0%
Mathematics	CPM Educational Programs <i>College Preparatory Mathematics</i>	2016	Yes	0%
Science	Glencoe- <i>Chemistry: Matter and Change</i>	2001	Yes	0%
	Prentice Hall- <i>Earth Science</i>	2006	Yes	0%
	Prentice Hall- <i>Biology</i>	2005	Yes	0%
	Holt Rinehart <i>Modern Biology</i> <i>Winston Physics</i>	2000 2002	Yes Yes	0% 0%
History-Social Science	Pearson <i>World's History, Combined Vol. S/E AP</i>	2015	Yes	0%
	Prentice Hall <i>World History: Connections To Today</i>	2005	Yes	0%
	TCI <i>History Alive! World Connections</i>	2018	Yes	0%
	<i>History Alive! Pursuing American Ideals</i> EMC Publishing	2016	Yes	0%
	<i>Economics New Ways of Thinking</i> Prentice Hall	2016	Yes	0%
	<i>Magruder's American Government</i>			0%
	Hampton Brown- <i>Edge</i> Scholastic- <i>English 3D</i>	2010 2011	Yes Yes	0% 0%
Visual and Performing Arts	Glencoe McGraw-Hill— <i>Art Talk</i>	2006	Yes	0%
Foreign Language	Vista Higher Learning— <i>Descubre</i>	2014	Yes	0%
	Vista Higher Learning— <i>Mosaik</i>	2014	Yes	0%
	Vista Higher Learning— <i>D'Accord</i>	2014	Yes	0%
Health	Positive Prevention Plus – <i>Sexual Health Education for America's Youth High School</i> Rights, Respect, Responsibility – <i>A K-12 Sexuality Education Curriculum</i>	2017	Yes	0%
Science Laboratory Equipment	n/a	n/a	Yes	0%



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Mathematics (6-8): Our math curriculum is based on the California Common Core Standards for each grade level. According to these standards, students in grades six through eight should know the different number systems (fractions, decimals, percent, and integers) and the relationships among them. Students learn to compute fluently, make reasonable assumptions, and understand the meaning of operations. Additionally, students learn to use algebraic symbols, comprehend quantitative relationships, and graph and manipulate equations.

Mathematics (9-12): Our math curriculum is based on the California Common Core Standards. All students who complete the math requirement will, at a minimum, have covered the prerequisite content for basic algebra. Within each course, students are expected to perform numerical calculations and algebraic manipulations, interpret concepts graphically, and solve problems.

Science (6-8): Our science curriculum is based on the California Common Core Standards for each grade level. According to these standards, students in grades six through eight develop a thorough working knowledge of the scientific method and its application to scientific experimentation. In earth science (grade six), students learn the characteristics of plate tectonics, erosion, and meteorology. In life science (grade seven), students learn the structure of cells, the rules that govern heredity, and the major organ systems of the body. In physical science (grade eight), students develop basic knowledge of chemistry, physics, and astronomy.

Science (9-12): The science curriculum is based on the California Common Core Standards, Next Generation Science Standards (NGSS). Students may select from among various courses of study: earth science and life science. All science students are trained to ask meaningful questions and conduct experiments.

Social Studies (6-8): Our social studies curriculum is based on the California Common Core Standards for each grade level. According to these standards, students in grades six through eight learn the geography of the various parts of the world and the effect of a region's geography upon its population. Sixth grade students study ancient civilizations such as Egypt and Greece; seventh grade students study the Middle Ages through The Enlightenment in various parts of the world, including the Americas, Asia, and Europe; and eighth grade students study American history and the development of our nation.

Social Studies (9-12): Our social studies curriculum is based on the California Common Core Standards for this subject. In the ninth grade, students learn non-European world history; in tenth grade, they focus on European history; and in eleventh grade, they study the process through which the United States came of age. The high school experience culminates in twelfth grade with the study of government and economics, providing the practical foundation for students to participate as citizens

in careers that sustain and enhance our community, state, and nation.

Technology

Chromebooks, iPads, communication devices and assistive technology are available for all students on campus. At this time, device access is greater than one per student.

Specialized Services

Special Education Program: All students at Vista Adult Transition Center have Individual Education Plans that are updated at least annually. All students are reassessed triennially to determine whether they continue to qualify for special education services. Currently, there are six classes of up to 12 students each in the mod/severe ATP, two class of up to 22 students in the mild/mod ATP, one class of up to 12 students in the SHINE program and one class of up to 9 in the VALA program. All related services are provided as dictated in students' IEPs.

English Learner Program: Students at VATC have the opportunity to communicate in any way they are able. This includes any verbal language, sign language, gestures, picture communication (PECs) technology (voice activation software on tablets, phones, and computers), and texting. Meetings are held with interpreters as needed so all members have equal ability to express personal opinions and information. A speech/language pathologist is present on campus 80% of the time for consultation, co-teaching and direct instruction.

School Facilities

School Facility Conditions and Planned Improvements

Vista Adult Transition Center comprises two school buildings and three portable structures. The building at 325 Bobier had was originally Sierra Vista High School, a separate site special education high school built in 1978. It remained so until 2014 when the name and program changed to Vista Adult Transition Center. In 2017, due to increasing enrollment at VATC, and the addition of a non-public school alternative program (Vista Adolescent Learning Academy), the campus at 305 Bobier was annexed by VATC. The school office moved to that location, as did five of the adult transition classes. The Vista Adolescent Learning Academy (VALA) and the special education program for students with medical fragility (SHINE) remain at the 325 Bobier portions of the campus. Three other adult transition classes populate the portable classes. The campus also has laboratories for cooking instruction, laundry instruction and clerical/office work instruction, a multipurpose room, two sensory labs and teacher workrooms, an ASB/student workroom, offices utilized by related services personnel, a meeting/conference room, and a staff lounge. Temporary walls in VALA are being replaced by permanent walls to better ensure the safety of students and staff in that program.

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School Facility Good Repair Status (School Year 2018-19)

To determine the condition of our facilities, our district sends experts from our facilities team to inspect them. They use a survey, called the Facilities Inspection Tool, issued by the Office of Public School Construction. Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed. The inspection took place on August 8, 2018.

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			No repairs needed at the time of inspection.
Interior: Interior Surfaces	X			More than one room damaged ceiling tiles. One room HVAC register missing. One room base board loose.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			No repairs needed at the time of inspection.
Electrical: Electrical			X	More than one room fixtures inoperable. One restroom missing diffuser. One broken LV cover plate. More than room J-box cover broken cover plate. One room receptacle cover plate missing. One room appliance plugged into power strip. In-op Fixtures. diffusers repaired/replaced fall 2018. Broken LV. J box and receptacle cover plates replaced Fall 2018. Appliances plugged into power strips corrected and plugged into wall power source immediately after inspection.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			One exterior drinking fountain low pressure.
Safety: Fire Safety, Hazardous Materials	X			No repairs needed at the time of inspection.
Structural: Structural Damage, Roofs	X			No repairs needed at the time of inspection. One room door slams.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Office exit door broken.

Overall Rating	Exemplary	Good	Fair	Poor
			94.32%	

Maintenance and Repair

District 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. Regular and corrective maintenance is handled on a priority basis and emergencies are handled immediately.

Cleaning Process and Schedule

The site administrators, custodian and district personnel conduct routine physical inspections for safety and maintenance. Classrooms and restrooms are cleaned daily. The principal works with the Operations Supervisor and the custodial staff to develop cleaning schedules to ensure a clean and safe school. Students are encouraged to have pride in their school and to do their part to keep the school clean.

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office or at the district office.

Engagement

State Priority: Parental Involvement

Contact Person: Kathy Conklin, School Office: 8:00 to 3:30

Contact Phone Number: (760) 758-3400 ext. 8300

Parents are encouraged to tour the campus and observe as appropriate. All students have IEP meetings at least annually, to which parents may be invited if their adult children are in agreement. Minor students' parents are contacted with a high frequency and staff meets with them to develop, monitor and adjust IEPs throughout the school year. Adult students have developed an active Associated Student Body to plan and implement social activities, fundraisers and community events. Parents are invited to participate in some of these events

State Priority: School Climate

Discipline

All students learn school rules in the first days of class and these are reinforced at individual meetings and consultation. Suspensions are rare as individual education plans incorporate behavioral plans and/or goals when appropriate. All certificated staff and instructional assistants are required to attend the Crisis Prevention Institute training every two years. This training outlines an appropriate safe methodology for preventing and intervening in maladaptive student behavior.

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Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

	School		
	2015-16	2016-17	2017-18
Suspensions	1.9%	2.5%	0.9%
Expulsions	0.0%	0.0%	0.0%
District			
Suspensions	3.1%	3.1%	3.7%
Expulsions	0.1%	0.0%	0.1%
State			
Suspensions	3.7%	3.7%	3.5%
Expulsions	0.1%	0.1%	0.1%

School Safety

SB187 Safety Plan

Date the plan was last updated: May 15, 2018

Date the plan was last reviewed with staff: September 21, 2018
The Comprehensive Safe School Plan includes data regarding crime, safe school procedures and compliance with laws including: (1) child abuse reporting, (2) disaster response, (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) schoolwide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to learning, (9) rules and procedures on school discipline adopted pursuant to Ed Code Sections 35291 and 35291.5, and (10) lock down procedures. A copy of the plan is available for inspection by the public at each school.

Other SARC Information

Academic Counselors and Other Support Staff

- Each student is assigned a special education specialist.
- Additionally, Mod/Severe classes each have 2 Instructional Assistants assigned per contract.

VATC also has the following support personnel:

- School Psychologist
- Speech/Language Pathologist
- Office Manager
- School Support Secretary
- 0.2 School RN
- Senior Health Tech (LVN)
- 0.5 Adapted PE Specialist
- 0.2 Occupational Therapist
- Plant Lead
- 0.5 Custodian

School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School	\$32,850	\$32,588	\$262	\$75,737
District				\$5,849
State				\$7,125
Percent Difference: School/District			(96%)	(4%)
Percent Difference: School/State			(96%)	(6%)

- **Restricted** source means money whose use is restricted by legal requirement or by the donor.
- **Unrestricted** source means money that can be used for any lawful purpose, whose use is not restricted by legal requirement or by the donor.

For more information, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at <http://www.ed-data.org>.

Teacher & Administrative Salaries (Fiscal Year 2016-17)

This table displays district-level salary information for teachers, principals, and the superintendent, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$40,576	\$47,903
Mid-Range Teacher Salary	\$73,848	\$74,481
Highest Teacher Salary	\$97,382	\$98,269
Average Principal Salary (ES)	\$126,738	\$123,495
Average Principal Salary (MS)	\$129,601	\$129,482
Average Principal Salary (HS)	\$149,951	\$142,414
Superintendent Salary	\$250,234	\$271,429
Percent of District Budget		
Teacher Salaries	35%	35%
Administrative Salaries	5%	5%

Other Funding (Fiscal Year 2017-18)

Funding is provided from state and federal special programs to supplement the core instructional program provided by the school district.

- Lottery Instructional Materials
- Medi-Cal
- Special Education
- Special Education-Mental Health Services
- Special Education—Idea B Grant Entitlement PI94-14
- We Can Work

SCHOOL ACCOUNTABILITY REPORT CARD

Professional Development

The Vista Unified School District has developed a targeted plan to ensure that the instructional focus and interventions provided to students are high quality and implemented in all schools. Our professional development/professional learning plan was designed to provide teachers with initial and on-going professional development to support the continued implementation of California Common Core State Standards and instructional technology tools. Embedded within our professional development/learning plan are regular opportunities for teachers to join in collaboration with colleagues to review assessment results, plan instruction, and/or design interventions and enrichment for students.

The Vista Unified School District identifies annual professional development goals and creates a professional development plan focused on a comprehensive analysis of multiple sources of student data and feedback from teachers. The focus for all professional development for 2018-19 will be to build a deeper understanding of and expand the use of effective instructional strategies to support our district's literacy, language and numeracy goals. Our professional development includes:

- Common Core State Standards implementation including the California Assessment of Student Performance and Progress (CAASPP) for English and math, ELPAC for English Language Development, and CAST for science.
- Technology implementation for instructional hardware and software (programs include Math 180, Read 180, Lexia Core 5, iReady for English Language Arts and math, and Google). Some sites are also providing their staff with personalized PD to support site-based apps.
- Research and results are being analyzed by outside entities the University of California, San Diego (UCSD) to support early literacy and personalized learning paths.
- Next Generation Science Standards (NGSS). As part of the Early Implementation grant, VUSD is executing a multi-layered professional development model. Core teacher leaders are participating in learning events and lesson studies. All K-5 teachers are being provided with two (two hour) sessions in fall and spring to introduce NGSS district wide. Science teachers in 6-8 are participating in multiple professional development sessions throughout the year to ensure quality instruction of NGSS.
- A learning center model of inclusion for students with special needs is being implemented at several sites with co-teaching support. Professional development is provided throughout the year. All secondary sites are integrating AVID WICOR strategies (Writing, Inquiry, Collaboration, Organization and Reading) into Special Education Study Skills classes, and are providing the aligned professional development.
- Math training/coaching provided by University of California, Irvine (UCI) Math Project for Elementary Teachers on grade level standards and major clusters of math content. A team of 5th and 6th-grade representatives from each elementary school and three middle schools to support “first best instruction” and to support closing the transitional gap from elementary to secondary.
- Secondary math professional development for grades 6-12 is with College Preparatory Math. Teachers participate in PD to support the structure and resources of the CCSS aligned CPM textbook including assessments.
- High school math departments have been given two sections to be used for coaching. Coaches meet with teachers to support curriculum development, co-teach classes, support innovative approaches and assist with data collection and analysis.
- Secondary math teachers, grades 6-8, will continue to partner with the UCI Math Project to provide content to support lesson writing, unit curriculum, and general support to align courses to standards.
- Elementary reading training/coaching is provided in partnership with American Reading Company and elementary resource teachers at 13 sites to support “first best instruction in reading acquisition” K-5.
- Secondary ELA professional development is provided in Expository Reading and Writing Course, i3 Pathways Grant, and AVID WICOR strategies,
- Elementary English Language Development (ELD) training is offered and focused on building capacity on the ELA/ELD Framework/standards, and ELPAC assessment understanding and its implications for classroom instruction.
- Secondary English Language Development (ELD)- Training is being provided in grades 6- 12 utilizing the ELA/ELD Framework/standards, Write Institute Training and instructional routines which allow for academic discourse. ELPAC assessment understanding and its implications for classroom instruction.
- Elementary sites (15) have a Collaboration Professional Development Wheel for the 2018-2019 school year. Each week personal learning teachers, resource teachers, music teachers, as well as hourly prep teachers offer classes in topics such as coding, character education, music, art, STEM, and intervention to students in grades K-5. Classroom teachers are released to spend time with their site leader receiving professional development and examining data as stated in their Single Plans for Student Achievement. A professional development menu of options was provided but the Curriculum and Instruction Department to the elementary principals to support their site “wheel” PD plan.
- Ongoing professional development in visual and performing arts and world languages is supported by a team of content specialists.
- Professional development addressing social-emotional topics includes Habits of Mind, Restorative Practices, LGBTQ Awareness and Equity training.
- A more detailed professional development calendar and description are available through the VUSD Educational Excellence Department.

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All teachers district-wide participate in two professional development days, two common core professional development days (7.5 hours each), and two (90 minute) staff development minimum days, in addition to weekly hour-long PLC meetings, and a variety of other workshop opportunities are provided throughout the year.

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 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 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.

