

Vista Preparatory Academy

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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.

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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 School Contact Information

School Name	Vista Preparatory Academy
Street	1770 S. Jackson Street
City, State, Zip	Red Bluff, CA 96080
Phone Number	(530) 527-7840
Principal	Steve Hiscock
Email Address	shiscock@rbuesd.org
School Website	www.vista.rbuesd.org
Grade Span	6-8
County-District-School (CDS) Code	52-71621-6053656

2025-26 District Contact Information

District Name	Red Bluff Union Elementary School District
Phone Number	(530)-527-7200
Superintendent	Cliff Curry
Email Address	ccurry@rbuesd.org
District Website	www.rbuesd.org

2025-26 School Description and Mission Statement

Vista is a 6th through 8th grade Title 1 Middle School. Our goal is to improve student learning through the use of effective teaching strategies and best practices developed through collaboration opportunities, staff professional development, and the use of common curriculum and assessments. Our dedicated staff focuses on building strong connections and relationships with our students to support student social emotional well-being and academic 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 our students for high school and beyond.

We have partnerships with community agencies to provide social emotional support and learning for students, college and

2025-26 School Description and Mission Statement

career learning opportunities, and field trips that allow students to explore our local colleges. Through our electives and curriculum, students are exposed to art, STEM (Science, Technology, Engineering and Math), Art as well as opportunities to participate in band, choir, musical theater, guitar, and music appreciation. Vista also offers extracurricular sports. Our student leadership program 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 this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	171
Grade 7	181
Grade 8	189
Total Enrollment	541

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.7
Male	52.1
Non-Binary	0.2
American Indian or Alaska Native	3.3
Asian	1.7
Black or African American	2.4
Filipino	0.2
Hispanic or Latino	44.5
Native Hawaiian or Pacific Islander	0.9
Two or More Races	3.3
White	43.1
English Learners	13.5
Foster Youth	1.1
Homeless	3.5
Migrant	0.7
Socioeconomically Disadvantaged	73.9
Students with Disabilities	15

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.6	80.54	72.1	84.74	234405.2	84
Intern Credential Holders Properly Assigned	0	0	1	1.17	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	3.89	3	3.52	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	1	1.17	11953.1	4.28
Unknown/Incomplete/NA	4	15.57	8	9.39	15831.9	5.67
Total Teaching Positions	25.6	100	85.1	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.5	75.22	71.7	80.74	231142.4	83.24
Intern Credential Holders Properly Assigned	2	7.7	9	10.13	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2	7.7	3	3.38	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2	7.7	3.6	4.12	11746.9	4.23
Unknown/Incomplete/NA	0.4	1.69	1.4	1.62	14303.8	5.15
Total Teaching Positions	25.9	100	88.8	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.3	71.84	74.3	79.87	230039.4	100
Intern Credential Holders Properly Assigned	2	7.41	8	8.59	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.9	14.78	6.9	7.51	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	3.71	1.1	1.22	12112.8	4.34
Unknown/Incomplete/NA	0.5	2.19	2.6	2.79	13705.8	4.91
Total Teaching Positions	26.9	100	93	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	1.00	0	0
Misassignments	0.00	2	3.9
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.00	2	3.9

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	2	1
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	2	1

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	6.3	9
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Textbooks and core instructional curriculum throughout the district align to the California State Standards.

Year and month in which the data were collected

December 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades 6-8 Amplify -2016	0
Mathematics	Eureka Math- 2020	0
Science	Grades 6-8 Amplify Science - 2021	0
History-Social Science	Discovery Education- 2019	0
Foreign Language	Acellus 2025	0
Health	Positive Prevention - 2006, Positive Prevention Plus - 2017	0

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

School Facility Conditions and Planned Improvements

Preventive maintenance is on-going to maintain the site's condition. Any areas rated poor are addressed in our master facilities plan.

Year and month of the most recent FIT report

December 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer			X	
Interior: Interior Surfaces			X	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			

School Facility Conditions and Planned Improvements				
Electrical			X	
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		

Overall Facility Rate			
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 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). The CAASPP System encompasses the following assessments and student participation requirements: 1. Smarter Balanced Summative Assessments and CAAs for ELA in grades three through eight and grade eleven. 2. Smarter Balanced Summative Assessments and CAAs for mathematics in grades three through eight and grade eleven. 3. California Science Test (CAST) and CAAs for Science in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve). College and Career Ready 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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	18	17	22	23	47	48
Mathematics (grades 3-8 and 11)	9	7	16	17	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	525	513	97.71	2.29	16.76
Female	252	246	97.62	2.38	19.92
Male	272	266	97.79	2.21	13.91
American Indian or Alaska Native	19	18	94.74	5.26	5.56
Asian	--	--	--	--	--
Black or African American	13	11	84.62	15.38	9.09
Filipino	--	--	--	--	--
Hispanic or Latino	237	229	96.62	3.38	15.72
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	16	100.00	0.00	6.25

White	225	224	99.56	0.44	19.20
English Learners	64	63	98.44	1.56	4.76
Foster Youth	--	--	--	--	--
Homeless	25	22	88.00	12.00	18.18
Military	--	--	--	--	--
Socioeconomically Disadvantaged	392	381	97.19	2.81	16.80
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	75	75	100.00	0.00	0.00

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	522	510	97.70	2.30	6.67
Female	251	246	98.01	1.99	4.47
Male	270	263	97.41	2.59	8.75
American Indian or Alaska Native	18	17	94.44	5.56	0.00
Asian	--	--	--	--	--
Black or African American	13	11	84.62	15.38	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	235	227	96.60	3.40	7.05
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	16	100.00	0.00	6.25
White	225	224	99.56	0.44	6.70
English Learners	63	63	100.00	0.00	1.59
Foster Youth	--	--	--	--	--
Homeless	25	22	88.00	12.00	9.09
Military	--	--	--	--	--

Socioeconomically Disadvantaged	389	378	97.17	2.83	5.82
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	75	75	100.00	0.00	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	11.44	9.24	11.81	18.25	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	186	184	98.92	1.08	9.24
Female	85	85	100.00	0.00	7.06
Male	100	98	98.00	2.00	11.22
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	84	82	97.62	2.38	9.76
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	77	77	100.00	0.00	10.39
English Learners	20	20	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	135	133	98.52	1.48	8.27
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	31	31	100.00	0.00	0.00

B. Pupil Outcomes

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.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	96%	96%	96%	96%	96%

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 regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

Parents play an important role in their child's learning. Vista Preparatory Academy encourages parents to be involved in school activities and 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: Parent meetings, Back to School Night, parent conferences, School Site Council, athletic events, school dances, field trips, Career 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 cyber safety, bullying and harassment, suicide prevention, vaping, human trafficking, and college and career.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	587	571	151	26.4
Female	285	276	75	27.2
Male	301	294	76	25.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	19	19	5	26.3
Asian	--	--	--	--
Black or African American	14	13	3	23.1
Filipino	--	--	--	--
Hispanic or Latino	257	253	58	22.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	20	18	6	33.3
White	258	249	74	29.7
English Learners	75	74	9	12.2
Foster Youth	13	11	7	63.6
Homeless	32	31	13	41.9
Socioeconomically Disadvantaged	444	434	128	29.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	93	87	28	32.2

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
18.08	17.63	26.24	9.18	9.16	12.63	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.16	0	0.17	0.1	0	0.05	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	26.24	0.17
Female	21.75	0.35
Male	30.56	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	10.53	0.00
Asian	0.00	0.00
Black or African American	50.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	22.57	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	35.00	0.00
White	28.29	0.39
English Learners	21.33	0.00
Foster Youth	53.85	0.00
Homeless	40.63	0.00
Socioeconomically Disadvantaged	29.28	0.23
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	34.41	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

To keep children safe, our school must be prepared to respond to a range of challenges, including natural disasters, procedures for dealing with man-made hazards and behavior issues. These procedures as well as policies, and intentional instruction in behavior and establishing positive connections help to promote a safe learning environment and are part the school's comprehensive safety plan.

The Comprehensive School Safety Plan (CSSP) is a key component of school safety and required by state law. Every year, the CSSP is reviewed and updated with the school site council or safety planning committee and in consultation with a law enforcement agency or other first responders. Key elements of the CSSP include strategies to create and maintain a positive school climate and promote school safety, including procedures for a range of emergencies. Drills are practiced and training is ongoing throughout the year.

District-wide we are committed to Positive Behavioral Interventions and Supports (PBIS) to address behavior and social emotional development of students to maintain safe learning environments for all. Teams annually evaluate and monitor the implementation of PBIS and social emotional learning instruction and data to identify safety plan goals. Safety plans are readily available to the public and can be accessed at the school's office or website. Date plan was last reviewed, updated and discussed by staff August 2025.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	5	11	0
Mathematics	22	7	10	0
Science	26	1	13	0
Social Science	28	1	5	0

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	8	13	
Mathematics	20	10	10	
Science	23	4	13	
Social Science	21	6	13	

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	15	19	16	
Mathematics	20	11	14	
Science	23	4	11	1
Social Science	20	6	12	

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to 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.

Title	Ratio
Pupils to Academic Counselor	501

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	0.33
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	2

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,312	\$2,614	\$6,698	\$69,620
District	N/A	N/A	\$7,739	\$78,765
Percent Difference - School Site and District	N/A	N/A	-14.4	-1.5
State	N/A	N/A	\$11,146	\$100,089
Percent Difference - School Site and State	N/A	N/A	-46.6	-29.9

Fiscal Year 2024-25 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 to learn more about our school funding and academic goals.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$55,579	\$61,516
Mid-Range Teacher Salary	\$75,082	\$95,479
Highest Teacher Salary	\$108,811	\$125,208
Average Principal Salary (Elementary)	\$122,948	\$152,668
Average Principal Salary (Middle)	\$138,995	\$156,487
Average Principal Salary (High)		\$165,427
Superintendent Salary	\$185,596	\$242,781
Percent of Budget for Teacher Salaries	25.98%	29.76%
Percent of Budget for Administrative Salaries	5.37%	5.74%

Professional Development

Professional development and collaboration are important aspects for continual improvement for all, students and staff. Three full days are dedicated to professional learning or "inservice," which occur when students are not in attendance. Every Wednesday is an early dismissal day for students. During these afternoons teachers have both planning and collaboration time. Teachers collaborate as Professional Learning Communities (PLC) utilizing the PLC process and the data analysis protocol to support teaching and learning. The PLC time occurs during collaboration on early dismissal days.

Professional development is delivered through workshop sessions, instructional coaching, and individual mentoring. New teachers attend orientation and curriculum training prior to the start of the school year. Instructional coaches provide job embedded professional learning and coaching cycles focused on student learning. New teachers are assigned a mentor as part of induction or as part of our district's "buddy mentor" program for teachers not yet eligible for induction.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3