Vista High School
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

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.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Vista High School
Street	561 Canal St.
City, State, Zip	Placerville, CA 95667-6816
Phone Number	(530) 622-3634
Principal	Ann Clark
E-mail Address	AClark@eduhsd.k12.ca.us
Web Site	http://cougar.eduhsd.k12.ca.us/AcademicsDepartments/Vista-Continuation-High-School/index.html
CDS Code	09618530930222

District Contact Information	
District Name	El Dorado Union High School District
Phone Number	(530) 622-5081
Superintendent	Stephen Wehr
E-mail Address	supt@eduhsd.net
Web Site	www.eduhsd.k12.ca.us

School Description and Mission Statement (School Year 2016-17)

Vista High School is an on-site continuation high school located on the campus of El Dorado High School. Vista serves approximately 50 students at a time in grades 11-12. Because of our location, we have a seamless relationship with EDHS that allows our students to participate in a rich elective program that also includes ROP programs. In addition, our students participate in EDHS athletics, student council and all other student activities.

Vista students experience an inclusive experience with EDHS that culminates in a VHS/EDHS shared graduation ceremony. Vista students are held to the same rigorous academic standards delineated by the State of California and the El Dorado Union High School District. Student learning is individualized with a tremendous commitment of support, encouragement, and celebration.

Vista High serves a wide range of students; most students come to Vista for credit remediation, but some are drawn to the opportunity to self pace and work individually. Others come to Vista because they have not been successful in a traditional setting because of class size and inability to focus on specific tasks. A small group has outside obligations such as work or other family responsibilities which makes the modified schedule appealing.

The spirit of the school seeks nothing less than to define and strengthen each individual student's heart, soul, and mind. Vista was granted a six-year accreditation with the Western Association of Schools and Colleges (WASC) in March 2013. The administration and staff will continue to examine teaching and learning to meet the needs of our students

To prepare Vista students for success after graduation Vista students will:

- Read with comprehension write with clarity and think critically
- Use mathematics with confidence, skill and precision
- Complete the EDUHSD credit requirements
- Demonstrate technological competency with computers and computer applications
- Be capable of organizing and monitoring time requirements for academic, social and extracurricular activities
- Understand the value of regular attendance and commitment to responsibilities
- Explore career pathways and post-secondary options
- Be productive students, dependable employees, and responsible members of the community

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 11	16
Grade 12	35
Total Enrollment	51

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	5.9
Asian	0
Filipino	0
Hispanic or Latino	23.5
Native Hawaiian or Pacific Islander	0
White	64.7
Two or More Races	5.9
Socioeconomically Disadvantaged	64.7
English Learners	0
Students with Disabilities	17.6
Foster Youth	2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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 | | | District |
	2014-15	2015-16	2016-17	2016-17
With Full Credential	3	3	3	303
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	100	0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: December 2016

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	English 1: Collections-Grade 9, Houghton Mifflin Harcourt, 2015, CC (6/10/2014 Board Adopted) English 2: Holt McDougal Literature-10th Grade, Holt McDougal, 2012, CC, 10th Edition - (5/8/2012 Board Adopted) English 3: Collections-Grade 11, Houghton Mifflin Harcourt, 2015, CC (6/10/2014 Board Adopted) English 4: Elements of Literature, British Literature – EDHS, ORHS, PHS, Holt Rinehart Winston, 2003 (5/20/2003 Board Adopted); Literature and Language Arts – UMHS, Holt Rinehart Winston, 2003 (5/20/2003 Board Adopted)	Yes	0
Mathematics	Algebra Foundations: California Big Ideas Math Advanced 1, Big Ideas Learning/ Holt-McDougal, 2015 (6/28/2016 Board Adopted) Algebra 1: Algebra 1, Pearson, 2015, CC, CA Edition (6/10/2014 Board Adopted) Geometry: Geometry, Pearson, 2012, CC (5/14/2013 Board Adopted) Algebra 2: Algebra 2, Pearson, 2015, CC, CA Edition (5/13/2014 Board Adopted) EDHS, ORHS, PHS, IHS, VA, VHS; Glencoe Algebra 2, Glencoe/McGraw -Hill, 2014, CC (5/13/2014 Board Adopted) UMHS Advanced Algebra 2: Algebra 2, Pearson, 2012, CC (5/8/2012 Board Adopted) Pre-Calculus: Pre-Calculus, Pearson, 2013, 6th Edition (5/14/2013 Board Adopted)	Yes	0
Science	Physical/Earth Science: Glencoe Science: Earth Science, Geology, the Environment,	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	Glencoe/McGraw Hill, 2007 (6/12/2007 Board Adopted) Biology: Biology, Holt McDougal, 2012 (6/9/2015 Board Adopted) Chemistry: Chemistry in the Community, Bedford St. Martins, 2012 (6/10/2014 Board Adopted) Advanced Chemistry: Chemistry, Prentice Hall, 2005 (6/13/2006 Board Adopted) Physics: Physics, Holt Rinehart Winston, 2009 (6/23/2009 Board Adopted)		
History-Social Science	World History: The Modern Era, Pearson, 2016, (6/28/2016 Board Adopted) U.S. History/Geography: History Alive! Pursuing American Ideals, Teachers' Curriculum Institute, 2007 (6/12/2007 Board Adopted) American Government: Government Alive? Power, Politics, and You, Teachers' Curriculum Institute, 2014, (12/08/2015 Board Adopted) Economics: Economics, Pearson, 2016, (12/08/2015 Board Adopted) Sociology: Sociology and You, McGraw -Hill, 2014 (6/11/2013 Board Adopted) Psychology: Understanding Psychology, McGraw -Hill, 2014 (6/11/2013 Board Adopted)	Yes	0
Foreign Language	Spanish 1-4: ¡ Avancemos! – Levels 1-4, Holt McDougal, 2013, (6/11/2013 Board Adopted) AP Spanish: TEMAS, Vista Higher Learning, 2014 (6/11/2013 Board Adopted) German 1-2: Deutsch Aktuell – Levels 1-2, EMC/Paradigm, 2004 – 5th Edition (5/12/2009 Board Adopted) German 3-4: Deutsch Aktuell – Level 3, EMC/Paradigm, 2005 – 5th Edition (5/12/2009 Board Adopted) French 1-4: T'es branché – Levels 1-3, EMC Publishing, 2014 (5/13/2014 Board Adopted) Italian 1-4: Oggi in Italia, Houghton Mifflin, 1998 (5/8/2001 Board Adopted)	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	Japanese 1-4: Supplemental materials (5/8/2001 Board Adopted)		
Health	Health: Pearson Health, Pearson, 2014 (6/28/2016 Board Adopted)	Yes	0
Visual and Performing Arts	Miscellaneous Supplemental Instructional Materials	Yes	0
Science Laboratory Equipment (grades 9-12)	Sufficient lab equipment (i.e., microscopes, beakers, test tubes, scales, centrifuges, etc.) is provided to accommodate lab stations of 2-4 students	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Vista High School, located on the El Dorado High School campus, has clean and adequate facilities to house the present student population. Although the school is the oldest school in the District, many capital projects have been completed over the last ten years to modernize and improve the campus.

Last summer, 2016, the stadium bleachers on the visitors' side were replaced, as the stands were rusting and the benches were splitting which created a safety hazard with splinters. We invested a great deal of CTEIG and Perkins funds to update our auto workshop, woodshop, and metal shop. We purchased new equipment for each lab and modernized some of the electrical. We added another greenhouse at our El Dorado East campus; paid for by the CTEIG grant to provide more work space for our Natural Resource Program. We also made safety repairs to our basketball backboards by adding new motors for the pulley system and adding safety straps in the event one of the motors failed to hold the backboard in the up position.

The recent storms have exposed multiple leaks in various areas of the campus. As a result, we are planning extensive roof work next summer on the Small Gym, E-building, V-building, C-building (which will require some repair work to exterior windows), and the B-building. Other planned projects for the summer include, exterior painting of the gym and Administration build, replace multi-zone HVAC system in the Administration building and Counseling, and re-paint the lane lines on the stadium track. We are currently exploring the possibility of putting in a portable building that will house our Foods lab classes.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: August 2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
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 Rating (Most Recent Year)

Year and month of the most recent FIT report: August 2016				
	Exemplary	Good	Fair	Poor
Overall Rating	X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	14	31	75	81	44	48
Mathematics	0	0	54	58	34	36

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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	**11**	14	13	92.9	30.8
Socioeconomically Disadvantaged	**11**	12	11	91.7	27.3

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

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	14	13	92.9	
Socioeconomically Disadvantaged	11	12	11	91.7	

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

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.

Career Technical Education Programs (School Year 2015-16)

All Vista students have access to the ROP programs at EDHS for elective credit. EDHS offers a host of industry related classes, many of which have a ROP capstone offering with the opportunity for career certifications. These offerings include Metal Shop, Wood Shop, Auto Shop, Engineering Design, and Web Page Design classes. Vista students also have an opportunity to take the Foods and Nutrition class that feeds into the ROP Culinary Arts class that is hosted on the EDHS campus at the Foothill Grill. Vista students have successfully completed this line of courses and are currently working in the local food industry. Vista monitors and measures student performance via marks distribution in all courses and certificate completion in those that apply.

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	41
% of pupils completing a CTE program and earning a high school diploma	65
% 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
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	3.45

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Vista encourages regular communication with parents and offers several opportunities for parents to meet staff for either one on one appointments or large group such as Back to School Night and Open House. Individual conferences are generally held prior to enrollment at Vista. Vista staff also conducts a parent orientation at the beginning of the year for parents of all incoming students. Additionally, staff monitors communication with parents on a google.doc spreadsheet. Parent Square is utilized to make general announcements and to inform parents about attendance issues and, Saturday School, and detentions. Parents also receive texts and/or e-mails if their students are tardy.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

• High school dropout rates; and
• High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	4.20	2.80	2.60	4.20	2.80	2.60	11.40	11.50	10.70
Graduation Rate	93.13	93.49	95.29	93.13	93.49	95.29	80.44	80.95	82.27

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
All Students	93	96	86
Black or African American	0	100	78
American Indian or Alaska Native	50	100	78
Asian	0	92	93
Filipino	0	100	93
Hispanic or Latino	100	98	83
Native Hawaiian/Pacific Islander	0	100	85
White	88	96	91
Two or More Races	0	97	89
Socioeconomically Disadvantaged	88	77	66
English Learners	0	33	54
Students with Disabilities	91	100	78

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	26.7	37.1	18.3	8.4	7.0	6.8	4.4	3.8	3.7
Expulsions	1.3	0.0	0.0	0.3	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Vista is part of the EDHS campus. El Dorado High School Emergency Plan is updated annually and filed with the El Dorado High School District Office and El Dorado County Office of Education. Quarterly District Safety meetings are held which include fire, police, and the Office of Emergency Services. Site Safety meetings are held at least twice a year.

To ensure a safe campus, El Dorado has three campus monitors, a Probation Officer and a School Resource Officer from the local Police Department. El Dorado High School administration completes monthly reminders of safety issues at our faculty meetings. These ongoing reminders help keep the response plans fresh while providing any new information that is reflected in the school safety plan. We have organized a crisis response team to address anticipated emergencies. The School Safety Committee created a drug-free zone 1,000 feet around the school that authorizes enhanced penalties for drug trafficking in the area. Campus monitors conduct "walk throughs" at Vista to familiarize themselves with Vista students and to make connections with students.

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2009-2010
Year in Program Improvement*	Year 4	Year 4
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	66.7

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	18	3	2	0	14	4	1	0	42	NA	NA	NA
Mathematics	5	7	0	0	5	8	0	0	5	NA	NA	NA
Science	3	10	0	0	3	12	0	0	0	NA	NA	NA
Social Science	9	9	1	0	8	9	1	0	15	NA	NA	NA

Note: 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 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.16	51.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.04	N/A
Social Worker	0.0	N/A
Nurse	0.04	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist	0.0	N/A
Other	0.0	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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	11958	1483	10475	60262
District	N/A	N/A	7746	$76,036
Percent Difference: School Site and District	N/A	N/A	35.2	-20.7
State	N/A	N/A	$5,677	$77,824
Percent Difference: School Site and State	N/A	N/A	-75.5	-5.7

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

Types of Services Funded (Fiscal Year 2015-16)

Vista High School is primarily a credit recovery program, and as such, provides ample opportunities and support to ensure student success during the scope of the regular school day. Additionally, Vista has access to the EDHS after school program called the Blue Latte. Blue Latte provides academic support services including faculty and student tutoring and academic recovery. It also provides a safe space for students to be in the after school hours before many of them are picked up in the early evening.

Vista students have full access to the EDHS library, the school nurse, school psychologist, a counselor, public health nurse, and New Morning counselor.

Through our Single Plan for Student Achievement, credit remediation periods are offered in the Vista daily schedule. Funds are also used to support elective days to bring guest speakers to visit the program, as well as college and career field trips.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$45,667	$46,184
Mid-Range Teacher Salary	$65,576	$75,179
Highest Teacher Salary	$95,140	$96,169
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		$124,243
Average Principal Salary (High)	$156,020	$137,939
Superintendent Salary	$200,000	$217,637
Percent of Budget for Teacher Salaries	35%	35%
Percent of Budget for Administrative Salaries	6%	5%

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

Professional Development (Most Recent Three Years)

During the past three years, teachers have participated in a variety of professional development relating to positive student outcomes across academic, behavioral, life skill, transitional and vocational domains To increases the likelihood of student success in the alternative program and in future settings.

2016 -2017
All staff at EDHS/Vista participated in a one day training "Breaking Down the Walls" - a program designed to unify, empower and engage staff to create a positive and supportive campus.

All EDHS/Vista staff completed training in December 2016 focused on strategies to support EL students

2015-2016
One staff member participated as a cohort for CAASPP training at Sacramento County Office of Education to learn about interim assessments, the digital library, and training assessments to prepare for SBAC testing and to support the CCSS.

To increases the likelihood of student success in the alternative program and in future settings.
What are the primary/major areas of focus for staff development and specifically how were they selected? For example, was student achievement data used to determine the need for professional development in reading instruction?

- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?