

Vista High School Initial Visit School Description California Public Schools



**4455 Seneca Park Avenue
Fremont, CA 94538**

Fremont Unified School District

Spring 2017

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Part I: Identifying Data

Today's Date: 12/16/16

School: Vista Alternative
Address: 4455 Seneca Park Ave., Fremont, CA 94538
Telephone #: (510) 657-9155 Fax: (510) 657-5533
E-mail Address: sherrera@fremont.k12.ca.us
Chief Administrator: Salvador Herrera, Jr.
School District: Fremont Unified School District
Enrollment: 40 Current Grade Span to be Reviewed: 7-12
County: Alameda

Check any of the following that apply to your school:

- Comprehensive Community Day School Alternative Education/Continuation
- Independent Study Charter School Home Study
- Online Distance Learning Other: Explain:

If any portion of your school's curriculum is delivered online, please indicate what percentage of your coursework is offered online 0%, and the percentage of students utilizing the online delivery system 0%. Briefly describe:

Vista School Staff

Mr. Salvador Herrera, Jr.
Principal

Ms. Heidi McFadden
Vice Principal

Mr. Mike Hellerud
Counselor

Ms. Annabel Chai
Counselor

Mr. Bob Bertuccelli
Teacher

Ms. Colette Moran-Medina
Teacher

Ms. Xenia Renholts
Teacher

Ms. Renee Swayze
Teacher

Ms. Sheila Jemo
Teacher/Vista WASC Coordinator

Part II: School Profile

School Overview/Description

Fremont is a large suburban community located in the southeast portion of the San Francisco Bay Area, on the edge of the Silicon Valley. Fremont, originally an agricultural community, is now a suburb of over 220,000 people making Fremont the fourth most populous city in the Bay Area and California's fifth largest city. Half of all adults in Fremont have bachelor's degrees or higher and the median income is \$104,000. The ethnic makeup of the city of Fremont is: 50% Asian, 28% White, 13% Hispanic, 4% African American and 5% other. The Fremont Unified School District consists of five junior high schools, five comprehensive high schools, a continuation high school and Vista. Vista is the only non-charter, modified independent study program in the Fremont Unified School District serving students in grades 7-12. Vista was opened in 1987 and has been in the same building since the program's inception. Vista is located at a former junior high school site, and is part of a campus that houses Robertson Continuation High School. Vista is currently staffed at a 3.8 FTE consisting of two full time teachers and three part time teachers.

Students are referred to Vista through their home schools, Robertson Continuation High School, or the Student Support Services office of the Fremont Unified School District. Each referral is reviewed by the school counselors and vice principal. They analyze the student's academic record and attendance to determine eligibility/appropriate placement in the program. Students must have the academic skills and track record necessary to succeed in an independent study environment without the normal structure of a daily attendance traditional schedule. The expectation is that students are highly motivated and are able to read at or above grade level. Students and parents must attend an orientation with the vice principal to discuss these expectations. In order to meet the needs of these students, we have changed the structure of Vista to be a modified independent study program, where students receive direct instruction twice per week and complete the remainder of the work at home during the rest of the week. Students take four classes each nine-week quarter for which they may earn 80 credits per year (16 classes x 5 credits). Students must have 75% participation, complete all assignments and earn a passing average score on the tests to earn the 5 credits in the class. Students attend either Monday and Wednesday or Tuesday and Thursday for the full day. Block classes allow teachers to delve deeply into the Common Core State Standards, have discussions, and do activities with their classes.

Enrollment/Demographics

Enrollment by Grade Level

Grade Level	2015-2016 Number of Students	2014-2015 Number of Students	2013-2014 Number of Students	2012-2013 Number of Students	2011-2012 Number of Students	2010-2011 Number of Students	2009-2010 Number of Students
Grade 7	3	2	2	1	2	1	1
Grade 8	1	3	2	2	2	1	4
Grade 9	12	1	3	6	3	8	5
Grade 10	5	7	13	15	13	12	12
Grade 11	11	16	19	25	21	33	17
Grade 12	9	23	28	37	37	31	37
Total Enrollment	41	52	67	86	78	86	76

Enrollment by Gender

Gender	2015-2016 Percentage of Students	2014-2015 Percentage of Students	2013-2014 Percentage of Students	2012-2013 Percentage of Students	2011-201 Percentage of Students	2010-2011 Percentage of Students	2009-2010 Percentage of Students
Male	35	35	36	29	29	42	46
Female	65	65	64	71	71	58	54

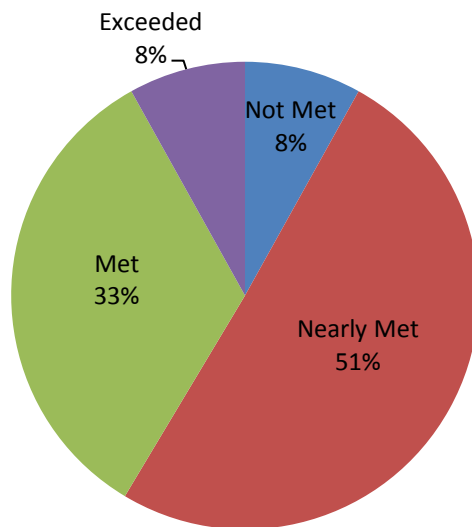
Enrollment by Group

Ethnicity	2015-2016 Percentage of Students	2014-2015 Percentage of Students	2013-2014 Percentage of Students	2012-2013 Percentage of Students	2011-2012 Percentage of Students	2010-2011 Percentage of Students	2009-2010 Percentage of Students
White	31	57.7	58.2	50	52.6	39.5	39.5
Hispanic or Latino	55.2	26.9	20.9	20.9	28.2	33.7	25
Asian	3.4	7.7	10.4	10.5	12.8	10.5	18.4
American Indian or Alaska Native	3.4	0	0	2.3	0		2.6
Filipino	0	0	4.4	3.5	1.3	2.3	2.6
Pacific Islander	0	0	0	1.2	1.3	1.2	3.9
Black or African American	3.4	1.9	3.0	8.1	3.8	3.5	3.9
Two or more races	3.4	5.8	3.0	3.5	0	9.3	3.9
Socioeconomically Disadvantaged		17.3	14.9				
English Language Learners	17.2	5.8	4.5	3.5	10.3	2.3	2.6
Foster Youth		1.9	0				

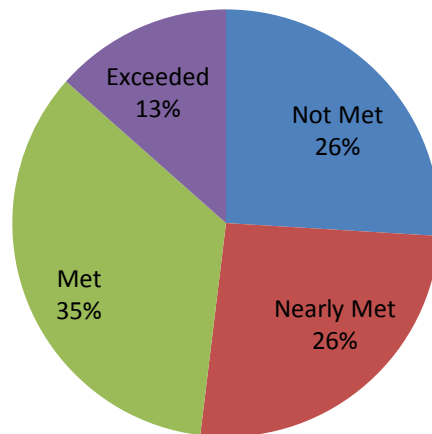
Vista has no AP, Honors, AVID, Migrant Ed., Indian Ed., Special Ed., EL or GATE programs.

Student Achievement Data

2014-2015 CAASPP English Language Arts

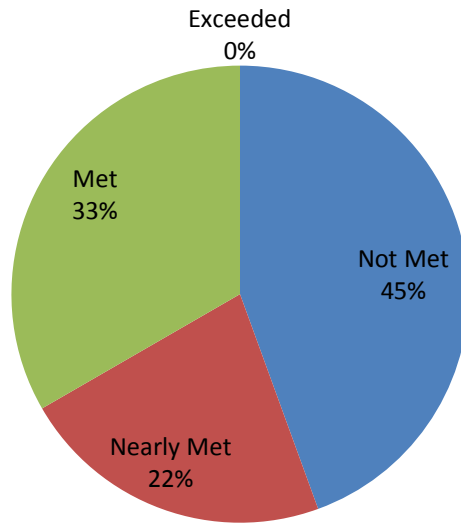


2015-2016 CAASPP English Language Arts

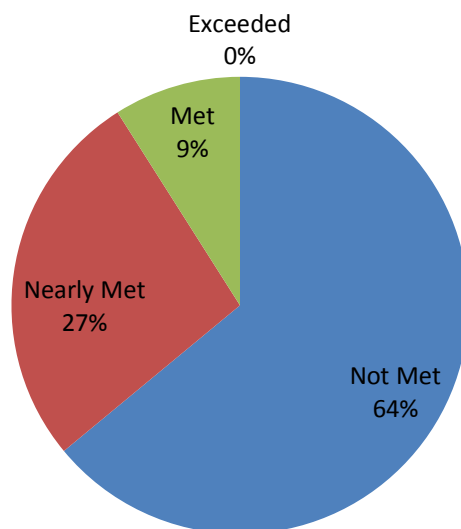


There are no CAASPP results broken down by ethnicity because the number of students in each demographic/ethnicity category is not large enough for it to be reported by group.

2014-2015 CAASPP Mathematics



2015-2016 CAASPP Mathematics



STAR Test data is in the Appendix.

CAHSEE DATA													
Year	Subject	# Tested / passing	# of Students	Female	Male	American Indian or Alaska Native	Asian	Native Hawaiian or Pacific	Filipino	Hispanic or Latino	Black or African American	White	Two or more races
2014-2015	Mat	# Tested	5	4	1	0	1	0	0	1	0	3	0
		passing	-	-	-	-	-	-	-	-	-	-	-
	ELA	# Tested	4	3	1	0	1	0	0	0	1	2	0
		passing	-	-	-	-	-	-	-	-	-	-	-
2013-2014	Math	# Tested	15	9	6	0	0	0	0	8	0	7	0
		passing	8	-	-	-	-	-	-	-	-	-	-
	ELA	# Tested	12	8	8	0	0	0	0	5	1	6	0
		passing	10	-	-	-	-	-	-	-	-	-	-
2012-2013	Mat	# Tested	7	4	3	0	2	0	0	1	1	3	0
		passing	-	-	-	-	-	-	-	-	-	-	-
	ELA	# Tested	9	4	5	0	2	0	0	1	0	6	0
		passing	-	-	-	-	-	-	-	-	-	-	-
2011-2012	Math	# Tested	12	10	2	0	1	0	1	1	1	8	0
		passing	7	-	-	-	-	-	-	-	-	-	-
	ELA	# Tested	10	8	2	0	1	0	0	1	1	7	0
		passing	-	-	-	-	-	-	-	-	-	-	-
2010-2011	Math	# Tested	19	13	6	0	0	0	1	9	0	8	
		passing	16	10	-	-	-	-	-	-	-	-	-
	ELA	# Tested	19	12	7	0	0	0	1	10	0	7	1
		passing	16	-	-	-	-	-	-	-	-	-	-
2009-2010	Mat	# Tested	17	7	10	1	2	0	0	7	0	6	1
		passing	14	-	-	-	-	-	-	-	-	-	-
	EL	# Tested	14	5	9	0	2	0	0	5	0	7	0
		passing	14	-	-	-	-	-	-	-	-	-	-

To protect privacy, "-" appears in place of test scores wherever those scores are based on 10 or fewer students.

Adequate Yearly Progress (AYP) Report

School Year	English Language Arts/Literacy (ELA)		Mathematics	
	Target	Met	Target	Met
2009-2010	95%	Yes	95%	Yes
2010-2011	95%	Yes	95%	Yes
2011-2012	95%	Yes	95%	Yes
2012-2013	95%	Yes	95%	Yes
2014-2015				
2015-2016	95%	Yes	95%	Yes

Participation Rate: Schoolwide and Student Groups

Student Groups	ELA Enrollment	ELA Number of Students Tested	ELA Rate	ELA Met 2015 Criteria	Math Enrollment	Math Number of Students Tested	Math Rate	Math Met 2015 Criteria
Schoolwide	33	12	37	Yes	33	16	49	Yes
Black or African American	0	0	--	--	0	0	--	--
American Indian or Alaska Native	0	0	--	--	0	0	--	--
Asian	2	2	100	--	2	2	100	--
Filipino	0	0	--	--	0	0	--	--
Hispanic or Latino	18	5	28	--	18	7	39	--
Native Hawaiian or Pacific Islander	0	0	--	--	0	0	--	--
White	11	5	46	--	11	6	55	--
Two or More Races	2	0	0	--	2	1	50	--
Socioeconomically Disadvantaged	9	1	12	--	9	3	34	--
English Learners	2	0	0	--	2	0	0	--
Students with Disabilities	3	2	67	--	3	2	67	--

Percent Proficient Rate: Schoolwide and Student Groups

Student Groups	ELA Valid Scores	ELA Number At or Above Proficient	ELA Percent At or Above Proficient	Math Valid Scores	Math Number At or Above Proficient	Math Percent At or Above Proficient
Schoolwide	7	--	--	9	--	--
Black or African American	0	--	--	0	--	--
American Indian or Alaska Native	0	--	--	0	--	--
Asian	1	--	--	1	--	--
Filipino	0	--	--	0	--	--
Hispanic or Latino	3	--	--	4	--	--
Native Hawaiian or Pacific Islander	0	--	--	0	--	--
White	3	--	--	3	--	--
Two or More Races	0	--	--	1	--	--
Socioeconomically Disadvantaged	0	--	--	0	--	--
English Learners	0	--	--	0	--	--
Students with Disabilities	2	--	--	2	--	--

Accountability Progress Reporting (APR)

Groups	Number of Students Included in 2009 Growth API	2009 Growth API	Number of Students Included in 2010 Growth API	2010 Growth API	Number of Students Included in 2011 Growth API	2011 Growth API	Number of Students Included in 2012 Growth API	2012 Growth API	Number of Students Included in 2013 Growth API	2013 Growth API
Schoolwide	27	710	34	626	39	718	32	651	27	735
Black or African American	0		0		0		1		0	
American Indian or Alaska Native	1		0		0		0		0	
Asian	3		7		5		4		3	
Filipino	2		0		2		0		0	
Hispanic or Latino	8		10		13	709	9		6	
Native Hawaiian or Pacific Islander	0		1		0		0		0	
White	10		13	648	16	739	17	639	18	758
Two or More Races	3		2		3		1		0	
Socioeconomically Disadvantaged	1		10		8		6		8	
English Learners	3		9		6		4		1	
Students with Disabilities	0		1		2		3		1	

Graduation / Dropout Rates

Year	Cohort Students	Cohort Graduates	Cohort Graduation Rate	Cohort Dropouts	Cohort Dropouts Rate	Cohort Still Enrolled Rate	Cohort GED Completer	Cohort GED Completer Rate
14-15	24	20	83.3	*	12.5	4.2	*	0.0
13-14	37	28	75.7	*	10.8	13.5	*	0.0
12-13	40	28	70	*	17.5	12.5	*	0.0
11-12	55	38	69.1	14	25.5	5.5	*	0.0
10-11	45	33	73.3	*	15.6	11.1	*	0.0
09-10	28	21	75	*	17.9	7.1	*	0.0

English Proficiency Data

Vista did not have any English Language Learner students who qualified to take the CELDT over the past three years.

Special Populations

Vista does not have special population data.

Analyze and interpret student achievement data

Vista's student achievement data is limited due to the low enrollment numbers. The state does not publicly share data when enrollment numbers are low because individual students could potentially be identified. However, Vista's former API growth over three years from 718 to 735, as well as student improvement on the CAASPP ELA scores from 41% meeting/exceeding standards to 50% meeting/exceeding standards indicate that we have made academic achievement gains over time. However, our mathematics CAASPP data is less promising, with 21% fewer students meeting standards from last year compared to the year before. This indicates that we have much work to do to guarantee that all Vista 11th graders have access to grade-level content in mathematics and are performing at grade-level.

We need to continue to formalize the backwards designed unit plans to ensure that each learning target is assessed accurately, and struggling students are provided with specific and targeted interventions.

Is there anything that is unique or special about your school that is not addressed in this or other parts of this form?

The student body consists of young people, who because of unusual responsibilities or personal problems, find that the alternative school program more effectively meets their needs. The smaller setting, which allows for small group instruction, works better for certain students. Many students who attend Vista have severe anxiety or other mental health problems, which greatly interfere with their ability to attend school in a comprehensive high school setting. While Vista does provide a smaller setting, these issues often continue to impede their learning.



Part III: The Criteria

Category A: Organization

A1. Vision and Purpose Criterion: The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

Mission Statement

Our mission is to motivate, challenge and prepare students to succeed in an ever-changing and diverse world by providing a safe and secure alternative setting that combines direct instruction and independent student work in order to follow district curricular guidelines.

Vision Statement

Education (Curriculum, Instruction, Assessment)

Staff will:

- provide a rigorous standards-based curriculum.
- use a variety of instructional strategies to engage our students.
- have high expectations of our students and ourselves.
- use a variety of methods to assess and refine our students' education as part of an ongoing cycle of inquiry.

School Environment (Safety, Culture, Climate)

Staff will:

- promote a safe and respectful school environment by modeling positive communication, exhibiting respectful behaviors, and developing a climate where all are welcome and safe.
- cultivate a school environment that values learning and success by recognizing and rewarding student growth.
- continue to develop, refine, and implement protocols to ensure student and staff safety.

Community Relations (All Stakeholders)

Staff will:

- strategically create partnerships with all stakeholders by planning inclusive events and activities.
- regularly communicate in a variety of ways with all stakeholders and ask them for their feedback about the services we provide.

<p>School Support Services Staff will:</p> <ul style="list-style-type: none"> • make sure that each student has an individual academic plan. • provide access to student information in a timely manner by using the Schoolloop information system. • provide a variety of on-site interventions including: social/emotional and substance abuse counseling and academic tutoring. <p>Real World Applications (School-to-work, making learning meaningful, ROP, career guidance/counseling) Staff will:</p> <ul style="list-style-type: none"> • provide access, resources, and support for students to complete 40 service learning hours. <p>State the school’s learner outcomes. Summarize how they were developed and the degree to which there was involvement of representatives of the school community. Comment on the level of understanding of the stakeholders at this stage of development.</p> <p>Vista’s learner outcomes are determined by each teacher’s backwards unit designs. Teachers have begun to create these designs which identify priority standards and learning targets for each standard. The learning targets are assessed to determine students’ mastery. These learner outcomes are shared with the students in each class and with parents during conferences or individual meetings, but are not more broadly shared in the community. The teachers started developing unit designs through our PLC meetings last year. The process for creating them was modeled and support and feedback was given to each teacher throughout the year.</p> <p>All schools throughout the Fremont Unified School District are creating backwards unit designs to address priority standards. The district has invested money through LCAP funding to become a district-wide professional learning community. District leadership and the school board are intricately involved in this process, however, Vista’s specific backwards design units have not been shared specifically with them.</p> <p>In addition to the backwards unit designs, Vista teachers also revised their school’s mission last school year and their vision at the beginning of this school year. These have not yet been shared with various stakeholders, but they will become an integral part of the focus on school improvement and will be added to the student handbook, school website, and other means of communication. They will also align closely with the revised SPPA plan.</p> <p>Explain how the school’s purpose is communicated to members of the school community.</p> <p>The California Department of Education has outlined the purpose of independent study as follows: “Independent study is provided as an alternative instructional strategy, not an alternative curriculum. Independent study students work independently,</p>	<p>Backwards designed unit plans</p> <p>PLC Calendar</p> <p>LCAP</p> <p>Student Handbook</p> <p>School Website</p> <p>SPPA Plan</p> <p>Mission and Vision</p>
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<p>according to a written agreement and under the general supervision of a credentialed teacher or teachers. While independent study students follow the district-adopted curriculum and meet the district graduation requirements, independent study offers flexibility to meet individual student needs, interests, and styles of learning.” (Education Code 51745-51749.3)</p> <p>The purpose as defined by the state is shared directly with parents when they initially meet with their students’ counselors at their home high schools. We created an informational flyer for counselors to use with parents at these meetings to give them a better idea of what the program has to offer. Once students are referred to Vista, the Vice Principal meets with parents and their students and shares the purpose of Vista’s model for learning.</p> <p>The Administration also meets with all of the administrators at the junior and senior high schools every summer to discuss the referral process to Vista. Vista counselors meet with all of the traditional junior and senior high school counselors every year to go over the school’s purpose and referral process. Within the school, the purpose is communicated through staff meetings, ADCO meetings, in face-to-face conversations and e-mail.</p> <p>Last school year, Vista became a more modified independent study program, requiring students to meet with their teachers twice per week for a full day instead of meeting once per week for only a few hours. These changes were made to address several needs, including being able to teach the Common Core State Standards, allowing more time for student engagement and interaction, and increasing the rigor of the work. The students, parents, staff, and district personnel were all involved in various meetings and discussions regarding how to best implement this structure change. Once the changes were finalized, the school board approved them. Parents were involved in the process and had many opportunities to share their concerns and ideas. All of the information about Vista’s modified schedule and school program is also posted on Vista’s website for various stakeholders to read and review.</p> <p>Explain the degree to which there is consistency between the school vision, mission, schoolwide learner outcomes, the student learning needs, the school program and ongoing school improvement process.</p> <p>Vista’ mission and vision are aligned to both student learning needs and the schoolwide learner outcomes. Part of Vista’s vision is to provide students with a rigorous standards-based curriculum. Teachers do this through their learner outcomes (standards-based unit designs), and they meet weekly during Professional Learning Community (PLC) meetings to constantly reflect on how students are doing in mastering standards. When students fall behind in meeting the learning targets, teachers discuss ways to intervene. Vista teachers collaborate in order to help each other continue to grow as educators and to promote ongoing school improvement. Vista has created four skill-based Common Formative Assessments (CFAs) to ensure that all of their students are proficient in the agreed upon skills no matter what classes they are currently taking.</p>	<p>Vista Flyer</p> <p>Referral Form</p> <p>Master Schedule</p> <p>Bell Schedule</p> <p>School Website</p> <p>Mission and Vision</p> <p>PLC Calendar</p> <p>Common Formative Assessments</p>
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<p>Comment on the current process or proposed plan for regular review or revision of the school purpose and schoolwide learner outcomes.</p> <p>Vista’s weekly PLC meetings are used to revise learner outcomes and reflect on the effectiveness of lessons and relevancy of instructional materials. They also discuss their CFAs and look at data to determine whether students are proficient in various skills.</p> <p>Administration, counselors, and teachers worked collaboratively to revise the mission and vision both last year and at the beginning of this school year. Each year, teachers are asked to evaluate and revise SMART goals for the SPPA that are aligned with Vista’s purpose and its vision.</p> <p>Achievements:</p> <ul style="list-style-type: none"> • The teachers have adapted curriculum to follow the common core standards. • The master schedule has been changed to allow for increased student interaction. • The teachers meet regularly in PLC meetings. • The teachers have begun the process of developing backwards unit designs for their courses. • The teachers have revised and improved the mission and vision statements. <p>Areas for Improvement:</p> <ul style="list-style-type: none"> • The teachers need to continue to work on backwards planning (identifying learning targets/developing assessments) so that they have them for all of their courses. • Stakeholders need to be included in decision-making, and there needs to be broader communication with all stakeholder groups. • Vista’s purpose and existence need to be communicated and advertised more aggressively throughout Fremont. • The administration and teachers need to align Vista’s mission, vision, and SPPA goals and regularly review them to ensure the goals are the driving force for continuous improvement. • There needs to be a process for ongoing review and revision of the school’s mission and vision statements. • Vista needs to be supported as its own school by the administration, rather than being included in some aspects of Robertson High School and excluded from others. <p>A2. Governance Criterion: The governing board (a) has policies and bylaws that are aligned with the school’s purpose and support the achievement of the schoolwide learner outcomes, the academic standards, and the college- and career-readiness standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors regularly and approves the single schoolwide action plan and its relationship to the LCAP.</p>	<p>PLC Calendar</p> <p>Common Formative Assessments</p> <p>SPPA Plan</p> <p>Mission and Vision</p> <p>SMART Goals</p>
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<p>Provide information about the governance structure and its responsibilities.</p> <p>The School Board of the Fremont Unified School District has established tenets and board policies that outline the roles and responsibilities of all staff. The board’s mission statement is, “to provide equitable opportunities that educate, challenge, and inspire students of all ages, talents and ability levels.” Vista provides an important learning environment for many students who have struggled in more traditional settings. Vista provides a niche where these students can be educated and inspired. The Principal and Vice Principal work closely to ensure that the district policies are adhered to and that the school is a safe and orderly environment in which students can learn. The Vista teaching staff is under the direction of the administrative staff and follows board policies and strives to fulfill the district’s mission.</p> <p>The administration has an open-door policy and has created a culture of collaboration in which teachers work closely together to continue to improve instruction and the functioning and structure of the program.</p>	<p>FUSD Board Policies/Tenets</p> <p>FUSD Mission Statement</p>
<p>Explain how the school’s vision, mission and schoolwide learner outcomes are aligned to the board and district policies and bylaws.</p> <p>Vista’s mission, vision, and schoolwide learner outcomes are aligned to the Fremont Unified School District’s board policies. They align directly with the board goals of “curricular adherence, high expectations, a safe and orderly environment, ongoing monitoring of student progress, a positive home/school relationship, and instructional leadership.</p> <p>The district office management is involved in reviewing our program regularly for academic success, as well as how we implement support systems. That information is communicated to the board in a timely manner. Board members visit our campus at least once a year.</p>	<p>FUSD Board Policies</p>
<p>Evaluate the level of understanding of the role of the board in relation to the responsibilities of the professional staff.</p> <p>Vista staff is knowledgeable about the role of the school board in determining district-wide goals, tenets and policies. They understand the importance of the school board in monitoring programs and financial decisions that occur in the district. The school board has been supportive of the Vista program, and has as recently as last year approved schedule changes to the program to ensure that Vista became a modified independent study program. District office staff, with the approval and support of the school board, monitor the program yearly to ensure students’ academic success. Board members also visit the campus at least once per year and attend the graduation ceremony.</p>	<p>Bell Schedule</p> <p>Graduation Program</p>

<p>Explain the evaluation and monitoring procedures carried out by the governing board in relationship to the LCAP metrics, including the review of student performance toward career- and college-readiness, overall school programs and operations, and the fiscal health of the school.</p> <p>The district’s LCAP committee meets bi-monthly to determine how LCAP funding will be spent to meet the needs of the unduplicated students in the district. Their recommendations go to the board after each meeting for discussion and approval. Fremont Unified School District has been recognized in Alameda County for having a model LCAP. Vista’s SPPA plan is directly aligned to the LCAP goals. The LCAP funding sources for each goal are delineated in the SPPA plan. The district monitors student achievement data and college readiness results and adjusts the LCAP funding mechanisms accordingly. A large part of the district LCAP funding has been used to provide Professional Learning Community training and support across the district. Vista’s staff has been working diligently to ensure that these funds have been spent effectively through their PLC work.</p> <p>Comment on the effectiveness of the established governing board/school’s complaint and conflict resolution procedures.</p> <p>The board policies, as well as the complaint procedures in the FUSD/FUDTA contract, are explained in the Staff Handbook, the CSEA Handbook, and the Parent/Guardian & Student Handbook and the Notice of Rights & Responsibilities.</p> <p>The complaint procedures for parents are kept in a file in the office where any visitors to the campus can access them. Various complaint procedures, such as Williams’ complaints, complaints against the school employees, uniform complaints, and complaints against non-FUDTA members are also documented in a “Complaints” brochure distributed by FUDTA.</p> <p>Achievements:</p> <ul style="list-style-type: none"> • The school district has clearly outlined board policies, goals, and tenets for all schools to follow, and is very supportive of the Vista program. • Vista’s SPPA is closely aligned with the district’s LCAP goals. • The school board has been supportive of the Vista program and has approved changes to the schedule/program to ensure ongoing school improvement efforts. • The district has used LCAP funding to promote a district wide PLC. Vista has utilized PLC time to create backwards designed unit plans. <p>Areas for Improvement:</p> <ul style="list-style-type: none"> • Due to the small size of the Vista program, Vista is not normally one of the high priority schools. • Governance and decision-making for Vista is lumped in with Robertson even when those decisions may not be applicable. 	<p>LCAP</p> <p>SPPA Plan</p> <p>Board Policies</p> <p>FUSD/FUDTA Contract</p> <p>Staff Handbook</p> <p>CSEA Contract</p> <p>Parent/Guardian & Student Handbook and Notice of Rights & Responsibilities</p> <p>Uniform Complaint Procedure</p> <p>Complaints Brochure</p>
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<p>A3. Leadership: Empowerment and Continuous Planning and Monitoring Criterion: Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learning outcomes, the academic standards, and the college- and career-readiness standards. The school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.</p> <p>Comment on the effectiveness of the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs. Provide representative examples.</p> <p>One of the main ways Vista staff is involved in shared responsibility, actions and decision-making is through the professional learning community model of collaboration that has been established by the school and district-level administration. Vista teachers make many decisions, collaborating together on various topics, from individual student concerns, to designing curriculum, to assessing student progress. Teachers meet weekly to design backwards unit plans, create common formative assessments, analyze student progress in meeting learning targets, and create intervention plans for struggling students. They have also created and use a shared syllabus for all courses.</p> <p>Vista staff was involved in the decision-making process for modifying the entire Vista program, including; the number of periods, the length of the periods, the start time at the day, when to have electives, and many other topics.</p> <p>Comment on the effectiveness of the existing structures for internal communication, planning, and resolving differences.</p> <p>Due to the small size of the program, Vista staff communicates regularly with each other one-on-one both formally and informally. They also meet weekly as an entire staff. They communicate with other teachers, students and parents via Schoolloop, a web-based student grading/information system.</p> <p>Internal communication occurs through several means, including the Vista staff handbook, e-mail, memos, announcements, and meeting notes. The administration has an open door policy, and teachers are able to address issues directly and quickly.</p> <p>Planning occurs through various meetings including PLC and faculty meetings. Administrators also meet daily to discuss various site issues and needs. There is also a monthly AdCo (Administrator/Counselor) meeting to discuss counseling issues and needs.</p> <p>Vista staff feels strongly that there are very seldom differences to resolve. However, if differences do arise, there are uniform complaint procedures and grievance procedures that are available on the district’s website, through FUDTA communications, and in Vista’s main office.</p>	<p>PLC Calendar</p> <p>Backwards Designed Unit Plans</p> <p>Common Formative Assessments</p> <p>Shared Syllabus</p> <p>Master Schedule</p> <p>Bell Schedule</p> <p>Schoolloop</p> <p>Staff Handbook</p> <p>PLC Calendar</p> <p>Uniform Complaint Procedures</p> <p>FUSD Website</p>
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Comment on the effectiveness of the school planning process to ensure that it is broad-based, collaborative, and fosters the commitment of the stakeholders, including the staff, students, parents and business community.

Vista teachers regularly plan together, have daily conversations informally with each other, use Schoolloop to share information with students and parents in a concerted effort to ensure that the school goals are being met and students are achieving. When the program was modified, outside stakeholders were involved in this process, however, on a regular basis, because the school is so small, stakeholders are often not included in various decision-making aspects and their commitment has not been sought.

Schoolloop

Comment on how the staff ensures the analysis of student achievement of the critical learner needs, schoolwide learner outcomes, and academic and career readiness standards impact the development, implementation, and monitoring of the single plan and the LCAP.

Vista's SPPA and LCAP are closely aligned and each subject-area teacher developed a student achievement goal for the SPPA. A closer analysis of Vista's student achievement data would be appropriate in order to more directly target where students need to improve and to determine whether the academic and College and Career Readiness Standards are being met.

SPPA Plan

LCAP

Achievements:

- There is regularly scheduled PLC collaboration time.
- All teachers have developed backwards designed units.
- Teachers have common assessments that measure the College and Career Readiness Standards.
- Teachers communicate regularly with students and parents via Schoolloop.
- There are specific Uniform Complaint Procedures and a complaint brochure that are readily available for all stakeholders.

Areas for Improvement:

- There needs to be more regular and coordinated communication of needs and programming between Vista teachers, administration, and counselors.
- Stakeholders need to be involved more in various aspects of the program.
- There needs to be a closer analysis of student achievement data and critical learner needs.

A4. Staff: Qualified and Professional Development Criterion: A qualified staff facilitates achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

<p>Explain the procedures to ensure all staff members in all programs, including online instruction, based on employment policies and practices, staff background, training, and preparation are qualified for their responsibilities.</p> <p>The district’s Human Resources Department ensures that all hiring candidates meet the highly qualified criteria of No Child Left Behind. All of Vista’s teachers are fully credentialed and meet NCLB criteria. One of the greatest strengths of the district is its work with beginning teachers, including its Beginning Teacher Support and Assessment (BTSA) program for teacher induction. All of Vista’s teachers have taught for numerous years and have a wealth of experience. Ongoing professional development occurs via several sources. The District requires all teachers to participate in three days of professional development each school year. Vista teachers all take part in PLC trainings regularly. Last year, all teachers received weekly training in backwards design, including identifying essential standards, creating learning targets, and developing assessments and common formative assessments.</p>	<p>PLC Calendar</p>
<p>Explain the system used to communicate administrator and faculty written policies that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.</p> <p>The Vista staff handbook binder includes the majority of the policies, expectations, and practices of the school. It includes the district handbook, student handbook, staff handbook, the school safety plan, student achievement data, instructional and testing calendars, the SPPA, subject area standards, and the California Standards for the Teaching Profession. The staff handbook is always available on the school’s Google Drive. In addition, many key parts of the handbook are reviewed as part of the mandated training at the beginning of each school year.</p> <p>Additional information is shared with teachers when necessary or applicable throughout the school year via e-mail or formal and informal meetings. All department chairs receive written expectations at the beginning of the year, and teachers are given instructional expectations, as well.</p>	<p>Staff Handbook District Handbook Student Handbook SPPA Plan CSTPs Instructional Expectations</p>
<p>Explain the school’s supervision and evaluation procedures. Comment on the relationship of these procedures to ongoing professional learning of the faculty.</p> <p>The administrative team uses the district's teacher and counselor evaluation tools that are based on the California Standards for the Teaching Profession (CSTPs) and counseling standards. Each teacher must choose two of the CSTPs as goals for the year. Administrators conduct one formal observation and two informal observations for each teacher and counselor.</p> <p>For those teachers who are being evaluated each year, a meeting is held prior to September 15 by the administration to review the policies and procedures of the evaluation process. Administrative expectations are reviewed at this time, in</p>	<p>CSTPs Counseling Standards Evaluation Forms</p>

<p>conjunction with the District's evaluation tools and the CSTPs.</p> <p>Both administrators view the evaluation tool as both a coaching mechanism as well as an evaluative one. Teachers are encouraged to focus on specific areas of growth and feedback and support is given in these areas. When there is a school-wide goal, such as assessment, this becomes an area for teachers to focus on via the evaluation process.</p> <p>Explain the school’s process for supporting professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college, and career readiness standards and the schoolwide learner outcomes.</p> <p>Fremont Unified School District has been tremendously supportive of teachers, and has fiscally and structurally supported professional development across the district. They have provided 16 paid hours of additional time for teachers to collaborate in professional learning communities to inform and improve instruction. In addition, all teachers are required to attend three days of professional development each year. These trainings are directly related to school and district goals for improvement and achieving the academic, college and career readiness standards. There have been district-wide trainings for the implementation of Common Core State Standards, and content area coaches are provided by the district to support and encourage teachers in their transition to teaching the new standards. Vista teachers have time embedded into their work day each week to address their schoolwide learner outcomes which are directly linked to the College and Career Readiness Standards.</p> <p>Summarize the current process to determine the measurable effect of professional development on student achievement.</p> <p>Professional development this year and last year has focused heavily on addressing the four essential questions of a PLC: 1) What do we expect our students to learn?, 2) How will we know they are learning?, 3) How will we respond when they don’t learn?, 4) How will we respond if they already know it? Teachers have spent numerous hours answering question one by creating their backwards designed unit plans. This year, they are still working to complete them for every subject/grade-level, and have already begun to respond to question two by creating intervention groups for students who are falling behind. The measurable effect of this professional development will be analyzed via data collection this year. We are having all teachers determine intervention groups via categorizing student performance in three categories: Green is for students who are passing with As and Bs; Yellow is for students who are in danger of failing with Cs and Ds; and Red is for students who are failing. These intervention graphs help all stakeholders see a visual representation of students’ academic success or lack thereof. In addition to this data, as we continue to hone in on our PLC work, teachers will be looking very closely at how students are mastering each essential standard in their backwards designs- by student by standard. Both of these measures will allow us to clearly identify the effectiveness of our professional development on student achievement.</p>	<p>PLC Calendar</p> <p>Backwards Designed Unit Plans</p> <p>Intervention Plans</p> <p>Data Graphs</p>
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<p>List by course those instances where teachers are not teaching in their areas of major or minor preparation, and specify the related preparation, interest, experience, or ability qualifying them to teach in the areas assigned.</p> <p>All Vista teachers are teaching their regular classes within their assigned credentialed areas. We do have one teacher who does traditional independent study contracts. These contracts are in various subject areas. The work is assigned and the student completes the work at home and takes tests to determine their mastery of the content. There needs to be a closer analysis of the effectiveness of providing students with these contracts, given the teacher's other responsibilities and lack of expertise in other subject areas.</p> <p><u>Bob Bertuccelli</u>- Multiple Subject Teaching Credential, Single Subject Teaching Credential (History)- Teaches all social science courses.</p> <p><u>Colette Moran-Medina</u>-Single Subject Teaching Credential (English)- Teaches all subjects for the junior high school students, as well as English 9 and Health. She also works with students to complete independent study contracts for various elective courses.</p> <p><u>Xenia Renholts</u>- Multiple Subject Teaching Credential and a mathematics supplementary credential- Teaches all mathematics and science courses.</p> <p><u>Renee Swayze</u>- Multiple Subject Teaching Credential- Teaches all English classes, and an art history elective</p> <p><u>Greg Popst</u>- State Secondary Teaching Credential- Teaches mathematics and science courses, as well as oversees independent study contracts for Robertson students. Mr. Popst is a former Robertson High School teacher, who has returned from retirement to replace Bonnie Lind, who retired at the beginning of the school year to take care of her elderly mother.</p> <p>Attach a copy of the school's master schedule indicating staff assignment and length of period or module. Describe any use made of regularly employed instructional assistants.</p> <p>(See appendix for master schedule) Vista does not employ instructional assistants.</p> <p>Describe any regular use made of community volunteers.</p> <p>Some teachers have had guest speakers come to their classrooms, but there are no regular community volunteers who help at Vista.</p> <p>Give the student-teacher ratio: total student enrollment as of October 1 divided by the total number of teaching personnel.</p> <p>There are currently 44 students enrolled at Vista with a 3.8 FTE teaching staff. This equals an 11.6 student-teacher ratio. This does not include the approximately 10 students from Robertson Continuation High School on individual independent study contracts.</p>	<p>California Commission on Teacher Credentialing Website</p> <p>Master Schedule</p> <p>Bell Schedule</p> <p>Illuminate Student Information Website</p> <p>Copy of Independent Study Contract</p>
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<p>Additionally, comment on the extent to which leadership and staff are involved in the resource allocation decisions.</p> <p>Resource allocations are determined by the School Site Council according to the funding received from the district in alignment with the SPPA and LCAP goals. The staff has not had much input in the allocation of funding via the SPPA plan. Although Vista’s discretionary budget is limited, the staff has input into how those funds are spent.</p>	<p>SPPA Plan</p> <p>LCAP</p> <p>Discretionary Budget</p>
<p>Explain the impact the process for the allocation of resources has made on student learning.</p> <p>There is limited data to determine the direct correlation between resource allocation and student learning. However, as Vista solidifies its unit plans and intervention groups, a clearer distinction of the effectiveness of resource allocation will be drawn. Vista teachers would like specific equipment and support to be included in expenditure allocations in the SPPA. There has been some difficulty acquiring resources when needed to genuinely address the common core standards.</p>	<p>Backwards Designed Unit Plans</p> <p>Intervention Plan</p>
<p>Evaluate the effectiveness of the school’s processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)</p> <p>Vista administrators complete district budgets for categorical funds and the SPPA budget at the beginning of each school year. Documents are sent by the district, which require each site to align the spending of funds with the academic goals and vision of the school.</p> <p>Regular audits occur for specific programs. Additional financial and attendance audits occur from both internal and external sources, ensuring that Vista abides by state and federal laws. The Vista administration works closely with the account clerk to set up annual budgets.</p>	<p>SPPA Plan</p>
<p>Comment on the degree to which the school’s facilities are adequate to meet the school’s vision, mission, schoolwide learner outcomes; the educational program and are safe, functional, and well-maintained.</p> <p>The district has a process in place for continual upkeep and maintenance of the facilities. The School Dude website is used to send work orders to the maintenance department. A maintenance worker is assigned to a school for one week several times per year to take reports and repair items that are broken. Items that need to be immediately fixed are processed more rapidly, usually within one to three days. If a broken item is a safety issue, it is repaired immediately.</p> <p>We have a day-time and a night-time custodian. They keep the facilities clean and also repair broken items when possible. They also stock and reorder the paper towels, toilet paper, and cleaning supplies. They remove any graffiti</p>	<p>School Dude Website</p>

immediately. We pride ourselves in keeping a clean, safe and orderly campus.

Over the summer, rooms were repainted and floors were replaced in several areas throughout the school.

Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials and equipment.

There is a procedure for acquiring and maintaining instructional materials and equipment. Teachers fill out a requisition form for books through Tipweb. These requests go to the Purchasing at the district office. Once received, the materials are logged into the school's Tipweb inventory by an office assistant. The office assistant then gives the resources to the teachers. Often, teachers bypass the Tipweb system and call or contact IMC directly. All teachers have a class set of textbooks, as well as supplemental materials. The supplemental materials include audio-visual support technology and other resources. Laboratory materials and other materials can be ordered through the department chairperson. The principal approves all of these orders.

Over the past several years, we have worked diligently to purchase new technology, novels, web-based intervention programs, graphing calculators, and other resources to support teaching and learning. Many textbooks are out-of-date, because the district has not yet adopted new common core textbooks. However, once district adoptions are finalized, Vista receives these textbooks and supplemental materials.

Explain how the resources are available to hire, nurture, and provide ongoing professional development for a well-qualified staff. Include specifics if online, IB, and/or college- and career-preparation programs are in place.

Well-qualified teachers are hired through the district human resources department. HR ensures that each teacher is highly qualified. There are procedures in place through the teachers' union contract that establish how transfer candidates are accepted at new sites in the district. Transfer candidates have first choice for open positions, followed by temporary teachers and then new hires.

The district has financially and philosophically supported our continued commitment to onsite and offsite professional development. Teachers can earn credit towards salary increases by earning college credit.

Achievements:

- Expenditures are closely aligned to SPPA goals.
- The facilities are well maintained.
- There is adequate space, technology, and equipment.

Areas for Improvement:

- All teachers need more input into the SPPA, not just the department chair.

Tipweb

Request to Purchase Form

FUSD/FUDTA Contract

Category B

Standards-based Student Learning: Curriculum

B1. Rigorous and Relevant Standards-based Curriculum Criterion: All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished.

Comment on the degree to which the written and taught curriculum results in student achievement of the academic and college/career standards for each subject area, course and program, and where applicable, expectations within the courses that meet the UC “a-g” requirements.

Vista teachers have received professional development training, along with Robertson High School teachers, on how to identify essential standards from the Common Core State Standards and develop unit plans with learning targets and assessments. They have used the College and Career Readiness Standards as the basis for common formative assessments. Teachers are still working to complete these designs for each course in each subject area.

Teachers also use “What, Why, How” daily lesson objectives that define what students should know or be able to do by the end of each lesson. Teachers then develop standards-based benchmarks to assess student learning.

Finally, teachers across all disciplines (particularly English and science) incorporate realia (real life objects) into their lessons as well as video and audio clips to further student learning and engagement.

Vista courses do not meet the A-G requirements as we are currently not accredited.

Comment on the collaborative strategies used by administrators and teachers to examine curriculum design and student work in order to refine lessons, units, and/or courses or programs.

All staff was trained last year in identifying essential standards and creating backwards designed unit plans with learning targets, formative, common formative, and summative assessments. These designs were done collaboratively with other subject-area teachers, both at Vista and Robertson, and with administrative and coaching support. During weekly PLC meetings, teachers work together to analyze which students are and are not meeting the learning targets and develop intervention groups and strategies to address students’ academic needs. Vista teachers are also using the College and Career Readiness Standards as a basis for common formative assessments across all subject areas. Another way in which teachers and administration work collaboratively to analyze student work in order to refine lessons and unit plans is through the Instructional Leadership Team. All teachers have data charts in which they log in evidence of student work that meets or does not meet each learning target. The ILT meets

PLC Calendar

Backwards Designed Unit Plans

Backwards Designed Unit Plans

PLC Calendar

Common Formative Assessments

Data Graphs

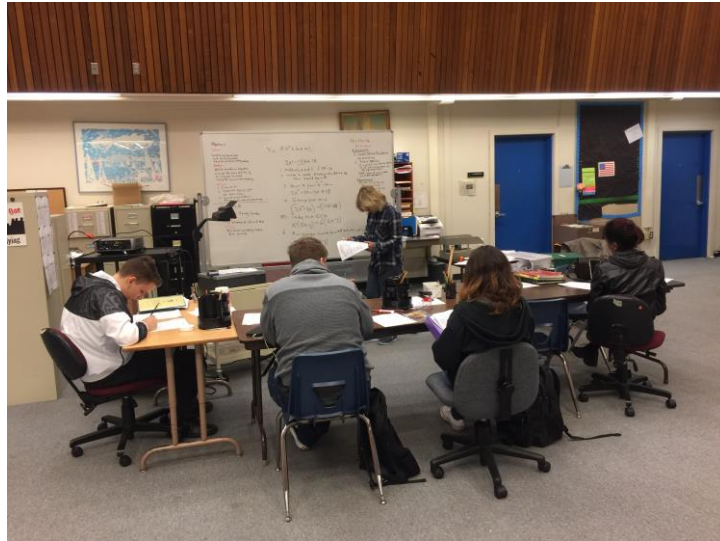
<p>twice per month to review teacher’s intervention plans and data charts to provide feedback to individual teachers and departments. Data graphs are also updated every other week that show the percentage of students passing, at-risk of failing and failing classes.</p> <p>Comment on the current and/or planned processes for curricular review and evaluation processes, including graduation requirement, credits, grading policies, and homework policy.</p> <p>We recently re-evaluated our academic calendar and schedule. We are now on a quarter system in which students are scheduled into 16 classes per school year. This quarter system enables students to earn up to 80 credits per year. Each class is worth 5 credits, and students must complete a minimum of 75% of the work and earn a passing grade of 60% or more in order to earn these credits.</p> <p>Grading policies and homework are established collaboratively by the Vista staff, and are written on a common syllabus for all courses. Homework is an integral part of Vista’s curriculum, as students must complete the majority of classwork at home.</p> <p>Graduation requirements are established by both state and district policy. All students must earn 200 credits to graduate from Vista, compared with 230 credits at the comprehensive high schools (30 fewer elective credits). All core content requirements are the same as at the comprehensive high schools. In addition, students must complete 40 service learning hours as a graduation requirement.</p> <p>Explain the current process for articulation with both feeder schools and local colleges and universities and technical schools.</p> <p>Vista’s feeder schools consist of the district’s five comprehensive high schools and Robertson Continuation High School. Articulation of course offerings and referrals occur via both administrative and counseling meetings at the beginning of each school year. Vista’s purpose and referral requirements are reviewed at these meetings. Throughout the school year, Vista’s counselors work closely with the comprehensive high school counselors and administrators to transition students back to these schools when the students are ready to return. Because Vista is an independent study program, typical articulation from one grade level to the next is not conducted with the comprehensive schools.</p> <p>We do not have a formal articulation process with local colleges, although there is a strong relationship established with Ohlone Community College. We feature guest speakers from local community colleges, trade, and private schools approximately once per month. We also have annual college/career nights when parents and students are given information regarding the programs offered at the local colleges, financial aid, and application/registration procedures. Counselors take students on field trips to Ohlone including Freshman Day and Orientation. Students are given the opportunity to take the ASVAB and have access to the career center. Military recruiters come at lunch time to discuss options.</p> <p>We have not conducted any follow-up studies of our graduates.</p>	<p>ILT Binder</p> <p>Master Schedule</p> <p>Bell Schedule</p> <p>Shared Syllabus</p> <p>Referral Form</p> <p>College and Career Day Calendar</p>
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<p>Areas for Improvement:</p> <ul style="list-style-type: none"> • We need to complete backwards designs and data sheets for every course. • We need to work on a post-graduation transition plan for all Vista graduates. • There is no formal articulation process with local community colleges. • We do not have A-G Courses since we are not an accredited program. <p>B2. Access to Curriculum Criterion: All students have equal access to the school’s entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.</p> <p>Explain how the school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.</p> <p>Vista offers students the opportunity to participate in Mission Valley ROP, a vocational training program that exposes them to a full range of career options and pre-technical training. Many ROP courses are articulated for Ohlone College credit. Students who earn a B or higher are eligible for college credit. Two field trips are offered in the spring to the ROP center where students can learn more about the programs that are offered.</p> <p>Vista teachers assess students’ college and career readiness skills via their common formative assessments to help prepare students for postsecondary education, however, there is no delineated post-graduation transition plan for all Vista graduates.</p> <p>Evaluate students’ access to a rigorous, relevant, and coherent curriculum across all programs. Comment on the extent to which the instructional practices facilitate access and success for all students.</p> <p>Vista teachers provide a rigorous, relevant and coherent curriculum through their backwards plans and ongoing PLC work. Teachers use the Common Core Standards to develop their courses and unit plans. All students have access to each course they need to take to meet their graduation requirements. Vista does not provide honors or AP courses.</p> <p>Explain the degree to which parents, students, and staff collaborate in developing, monitoring and changing a student’s personal learning plan.</p> <p>Each student at Vista has a transcript analysis form on file with his/her counselor. This plan is a map of the coursework he/she has already completed, and serves as a tool to determine which courses the student still needs to take. It is also a concrete visual representation for both parents and students to use to examine progress towards graduation. These forms are completed when students enter Vista and updated as students pass or fail classes. They are updated at the end of each quarter when students complete classes. While counselors have these documents completed for each student, they need to more closely monitor this information involving both students and parents.</p>	<p>ROP Course Offerings</p> <p>ROP Student Enrollment List</p> <p>Common Formative Assessments</p> <p>Transcript Analysis Form</p>
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<p>Counselors work closely with students to encourage them to participate in ROP vocational training and to explore options after graduation. When students express alternative plans, such as taking the GED, the California High School Proficiency Exam or enrolling in Job Corps, counselors work with them and their families to devise strategies to see that these plans are realized.</p> <p>Comment on the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary options.</p> <p>Students also have the opportunity to learn about possible careers by enrolling in ROP classes or by getting a work permit. We do not have a post-secondary plan in place for our students.</p> <p>Comment on the degree to which the school ensures that all students have access to a rigorous and relevant curriculum that includes real world applications that will prepare them for success in college, career, and life.</p> <p>Students at Vista have access to real world applications of curriculum through ROP and the Creative Living and Personal Finance courses, in addition to applications of curriculum embedded in each subject’s standards. The science teacher also conducts various science labs throughout the curriculum, but understands that Vista students would benefit greatly from a more comprehensive science lab experience.</p> <p>Many teachers in both the core subjects and electives attempt to connect the curriculum to real-world applications. The “Why” portion of the “What, Why, How” lesson objective is used for this purpose.</p> <p>Evaluate the effectiveness of the academic, college- and career-readiness support programs to ensure all students are meeting the graduation requirements.</p> <p>Vista students each have an academic counselor who provides support to ensure that they are meeting the graduation requirements via their transcript analysis form. Students are supported and encouraged by all Vista staff to take off campus ROP, Ohlone College, Adult School, and other courses.</p> <p>Vista teachers focus on the college and career readiness standards, and work diligently to ensure that the coursework, curriculum, and instruction provide all students access to grade-level standards and skills. These skills are closely monitored and teachers intervene when students do not master them.</p> <p>Achievements:</p> <ul style="list-style-type: none"> • The teachers thoughtfully design “What, Why, How” lesson objectives that address both the content and rigor of the state content standards. • The counselors use transcript analysis forms to create and modify academic plans for every student. 	<p>ROP Course Offerings</p> <p>ROP Student Enrollment List</p> <p>Work Permit Numbers</p> <p>Personal Finance and Creative Living Independent Study Contract</p> <p>Transcript Analysis Form</p>
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Areas for Improvement:

- We need to create a follow-up program to track our graduates to find out whether they continued on to higher education, found immediate jobs, or did neither.
- There is no formal program in place regarding integration across disciplines. Individual teachers may integrate curriculum on their own, but not with another teacher or department.
- There is a need to develop post-secondary transition plans for students who are not college bound.
- We need to continue to focus on academic rigor to ensure that students are truly college and career ready upon graduation.
- A policy needs to be developed to address students taking two classes in the same subject area in a given term.
- We need more time for intervention for students.



Category C

Standards-based Student Learning: Instruction

C1. Challenging and Relevant Learning Experiences Criterion: To achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, all students are involved in challenging learning experiences.

Comment on the degree to which all students are involved in challenging and relevant learning to achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

All teachers at Vista have implemented a “What, Why, How” lesson objective for each lesson that is derived directly from the state standards and addresses the level of rigor in each standard. The “What” defines what students should know and be able to do by the end of the lesson, the “Why” describes the relevance of the content for the students, and the “How” is the lesson agenda, or how the learning will be accomplished during the instructional period. These objectives also align with each teacher’s backwards designed unit plans. Vista teachers have developed common formative assessments based on the College and Career Readiness Standards.

All Vista teachers have worked collaboratively with their colleagues to refine and improve their instruction. They work to identify struggling students and have set aside time in their schedule to provide intervention in order to help all students meet the standards.

Vista’s new modified independent study schedule also provides extra time with the students- two days instead of just one, for teachers to delve more deeply into the content and ensure that it is challenging and relevant. The small class sizes at Vista allow teachers the ability to assist each student in achieving the academic standards. Vista teachers ensure that the resources they provide for students to read are at grade-level. Because Vista is an independent study program there is a strong expectation that students will be able to apply their learning through their outside work on the days they are not in school. It is important for students to be able to demonstrate high levels of learning at home as well as in school.

Comment on the extent to which students understand the standards and the level of performance expected to demonstrate their knowledge.

Each day the standards, through the “What, Why, How” lesson objectives, are explicitly stated and listed on the board. During the lesson these objectives are revisited to ensure that students understand what is expected of them for that day. For long-term objectives, students are given a course syllabus so that they know beforehand what is expected of them throughout the term. Writing rubrics are given to all students prior to each writing assignment in order for students to understand the level of performance that is expected. Common Rubrics are also used to assess the Common Formative Assessments given throughout the program.

Backwards Designed Unit Plans

Common Formative Assessments

Master Schedule

Shared Syllabus

Writing Rubrics

<p>Whereas some students are aware of what the standards are and how they are incorporated into their daily learning, the majority of students understand what the purpose of the lesson is, not the connection of the lesson to the standard. Since every core class builds lessons, assignments, and assessments from a standards-based foundation, student work reflects their road to mastery of those standards. Students are producing work such as full-process essays, timed essay writes, oral presentations, and research papers.</p> <p>All Vista students are assessed with common formative assessments to determine their level of mastery of the College and Career Readiness Standards. Many summative assessments also include these same skills and reinforce these concepts.</p> <p>Explain how effectively instructional staff members differentiate instruction in order to address student differences in learning modalities, cognitive ability and life experiences that impact student learning. Comment on how the integration of multimedia and technology instructional strategies is used.</p> <p>The students learn in many different ways, for example, some students are visual learners, while others are verbal or auditory learners. Many lessons employ both auditory and visual cues. Teachers allow students to work in groups, with partners, or even alone when applicable. Teachers use various instructional strategies to address students' learning needs, including sentences starters, annotation notations, visual representations, graphic organizers, and online resources, such as Khan Academy and ALEKS. Intervention is built into the school day to provide assistance to those students who struggle with various content. For the first 15 minutes of class teachers provide one-on-one support for students who have difficulty with independent work they completed at home. Teachers integrate various multimedia and technology resources into their instruction. They use Purdue OWL, Schmoop, Citation Machine, the NY Times, the Huffington Post, Psychology Today, Spark Notes, News ELA, and many other online resources in their courses. Students must conduct research, compose essays, and learn more about the literature they are studying using these or other resources. Students use laptops regularly to conduct research, type essays, create presentations, and correspond with their teachers.</p> <p>Achievements:</p> <ul style="list-style-type: none">• Teachers have created backwards designed units aligned to the common core standards.• The common formative assessments address the college and career readiness skills.• Technology is implemented naturally into the curriculum and assignments.• Rubrics are given to students prior to writing assignments to address expectations.• The number of students who met or exceeded standards increased on CAASPP from 2014-2015 to 2015-2016.	<p>Student Work Samples</p> <p>Common Formative Assessments</p>
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Areas for Improvement:

- The level of performance for each learning target needs to be more explicitly communicated to students along with the relevance of the content they are learning.
- The relationship of what students are learning to the common core standards should be more clearly outlined for their understanding.

C2. Student Engagement Criterion: All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels for college, career, and life.

Comment on the degree to which teachers keep current in the instructional content taught and research-based instructional methodology, including the use of multimedia and other technology.

Last year, all Vista teachers and their Robertson colleagues were trained in backwards design in order to ensure that they could create a viable curriculum for their students. The teachers worked diligently all year to create these designs for each course that they teach. Research-based methodology was used in these trainings, including Richard DuFour’s professional learning community research, along with Grant Wiggins and Jay McTighe’s principles in Understanding by Design.

In addition to this onsite training, many Vista teachers have been GLAD trained and use these research-based strategies on a daily basis. All staff members are CLAD certified. A few years ago, most Vista teachers were trained in the Action Learning Systems model of direct interactive instruction (DII), which is a research-based model of professional development to improve classroom instruction and student learning. The “What, Why, How” lesson objectives, checking for understanding, student engagement, correctives and feedback are all a part of this training and are regularly implemented by Vista teachers.

Vista teachers use a variety of instructional technology resources in their teaching to actively engage students, including the regular use of Chromebooks for instruction, assigning various online materials to use for completion of assignments, working with graphing calculators, and many other technology-based tools to promote learning.

Comment on the extent to which teachers use coaching strategies to facilitate learning for all students.

All teachers make themselves available to work as coaches and facilitate learning for all students. Vista has a built-in intervention period first thing in the morning to assist struggling students and to provide electives and enrichment for students who are on track. During this time, students receive one-on-one help, assignment clarification, accelerated work, writing tutorials, reviews, and extra support. Many teachers also make themselves available for coaching and one-on-one tutoring during their own time at lunch, after school, or before school.

PLC Calendar

Backwards Designed Unit Plans

Master Schedule

<p>Intervention also occurs directly within the class period.</p> <p>Lessons have a built-in lesson structure and sequence to ensure gradual release of responsibility to the students. This means that the teachers first show or model for students what they need to know or be able to do by the end of the class period (“I do”), then students are given adequate time to practice together with assistance from their teacher and peers (“We do”). This is followed by a period where they attempt to demonstrate mastery of the knowledge and skills on their own (“You do”). Throughout the lesson, the teacher gives feedback to students so that they can correct their misconceptions.</p> <p>In the English classes, students are expected to produce multiple drafts of their essays. The process of revision includes coaching strategies. In between drafts students receive feedback from peers and the teacher so that students can make corrections to their essays. Rubrics are used in order to help students make these corrections.</p> <p>Explain how students demonstrate that they can apply acquired knowledge at higher cognitive levels to extend learning opportunities.</p> <p>Many assignments are designed in order to give students an opportunity to demonstrate and apply knowledge they have acquired. Some of these assignments are projects, presentations, debates, research papers, essays and discussions. Students are asked to apply the past to current situations, look at situations from multiple perspectives, argue from different points of view, and challenge the norm.</p> <p>Students are also given a common formative assessment aligned with the college and career readiness standards in all of their courses in order to give them an opportunity to apply their skills to different subject areas.</p> <p>Explain how students demonstrate higher level thinking and problem solving skills in a variety of instructional settings.</p> <p>Students coming to Vista are often deficient in credits and work below grade level. While they are here, the majority of students demonstrate the ability to work at grade level curriculum, both as individuals and in groups. Their work products also reflect critical thinking and problem solving skills. Student work samples, particularly their ability to write persuasive essays or research papers, show evidence that students are able to problem-solve, reason, and think critically. Students regularly work in teams or individually to complete science labs.</p> <p>Although some representative samples of work will show that students are able to think, reason and problem solve, we are still aligning the level of cognition that is required of each standard to the actual activities and work students are required to do. Because our students are behind academically, it is often challenging to meet the higher levels of cognition. This is an area of continued growth at Vista.</p>	<p>Student Work Samples</p> <p>Writing Rubrics</p> <p>Student Work Samples</p> <p>Common Formative Assessments</p> <p>Student Work Samples</p>
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<p>Comment on how the school uses a variety of materials and resources and how this is demonstrated through student work and their engagement in learning.</p> <p>All subject areas have district-adopted textbooks for students to use both at home and in the classroom. Teachers spend a lot of time finding both primary and secondary sources for students to use to deepen their content knowledge and to use to demonstrate their learning.</p> <p>Vista students have access to computers. Teachers use these computers to assist students in achieving the academic standards and enhance engagement during instruction. All departments have assignments, which require students to utilize computer information networks including database, websites, Powerpoint, and research source material. Any student can access his or her own file on the server. The science teacher uses technology to provide graphic representations of abstract scientific concepts. The math teacher provides graphing calculators for students during class so that they can access higher level math concepts.</p> <p>Explain the degree to which students have access to and are engaged in career preparation activities.</p> <p>Vista students have the opportunity to take ROP (Regional Occupational Programs) classes, which offer job “externships” or shadowing experiences. All students are required to perform 40 hours of service learning activities prior to graduation. These experiences give students the chance to link outside community-based service to classroom learning. In addition, students are given the chance to participate in the following real world activities: Science Camp counselors, the ASVAB (Armed Services Vocational Aptitude Battery), and working the polls during election.</p> <p>Achievements:</p> <ul style="list-style-type: none"> • The teachers use multiple teaching modalities. • The teachers scaffold instruction to support student understanding. • We provide one-on-one tutoring. • A program has been created that ties novel, play, poetry character values directly to an over-arching theme (claim). The theme is tied to current events and issues through articles, film clips of current events. <p>Areas for Improvement:</p> <ul style="list-style-type: none"> • The cognitive level of each standard needs to be addressed in the “What” portion of the lesson objectives. • The teachers need to develop an effective process for examining student work. • There is a need to create formalized Post-secondary plan for students. • The staff needs to encourage more students to take ROP classes. • There is a need to ensure that students complete each part of their assignments. 	<p>ROP Course Offerings</p> <p>Service Learning Form</p> <p>ASVAB Calendar</p>
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Category D
Standards-based Student Learning: Assessment and Accountability

D1. Using Assessment to Analyze Monitoring and Report Student Progress
Criterion: The school uses a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the school staff, students, parents, and other stakeholders.

Comment on the effectiveness of the school’s assessment processes that include data from external and internal sources. Include the school’s system to monitor individual students.

Vista teachers implement multiple ways to check for understanding. Some examples of this include: fist of five, thumbs up/thumbs down, white boards, think-pair-share, group work, questioning, etc. Beyond checking for understanding, teachers regularly assess student work. They give regular quizzes and end of unit exams. Teachers closely monitor student progress throughout the entire quarter.

All teachers determine intervention groups via categorizing student performance in three categories: Green is for students who are passing with As and Bs; Yellow is for students who are in danger of failing with Cs and Ds; and Red is for students who are failing. These intervention graphs help all stakeholders see a visual representation of students’ academic success or lack thereof. In addition to this data, as we continue to hone in on our PLC work, teachers will be looking very closely at how students are mastering each essential standard in their backwards designs- by student by standard.

External data is primarily derived from the standardized test results such as STAR or CAASPP. These results are reviewed at the beginning of each school year and used to make SPPA goals for the year.

Evaluate the current processes that inform appropriate stakeholders about student achievement, including parents and the school community.

Parents are informed about student progress in various ways. Parents and students have access to students’ current progress via Schoolloop, our web-based student grade reporting system. The grades are updated regularly, and teachers also communicate with parents via Schoolloop. Progress reports with students’ current grades are mailed to parents every 4 weeks. Teachers communicate with parents via e-mail and phone calls on a regular basis to keep parents informed of struggling students. Parent-teacher conferences are conducted once per quarter, as well to inform parents of student achievement and progress.

Standardized test results are delivered to both parents and the community through district and state communications. Parents receive their student results in the mail, and the district shares each school's performance rankings with the School Board and other interested community shareholders.
 The school district’s involvement is limited to the collection and disaggregation of

Sample Quizzes and Tests

Data Graphs

SPPA Plan

Schoolloop

Parent-teacher Conference Schedule

<p>student achievement data for each school site. The district receives and compiles important information for each school and disseminates it back to the school, to various departments in the district, to the school board, and to the public through news releases and website postings. The Director of Assessment and Accountability shares this information at various board meetings throughout the year. Vista has historically received an API ranking and continues to receive the AYP ranking. These results are readily available for all stakeholders on the CDE website.</p>	<p>API/AYP Data</p> <p>CDE Website</p>
<p>Explain the impact and effectiveness of the basis for which students' grades, their growth, and performance levels are determined.</p>	
<p>Student grades and their growth and performance levels are determined by their ability to show mastery of learning targets from each teacher's unit designs. They demonstrate this ability through a variety of measures, including essay writing, quizzes, tests, projects, assignments, debates, and various other means.</p>	<p>Student Work Samples</p>
<p>Vista teachers use a common syllabus for the quarter that outlines the grading criteria all of the courses. Each teacher creates unit designs to determine learning targets for each course. Assessments are used to determine if students understand concepts or need intervention. Student grades are determined by the mastery of these learning targets. In addition to each teacher's unit designs, all teachers have common formative assessments based on the college and career readiness standards.</p>	<p>Shared Syllabus</p> <p>Backwards Designed Units</p> <p>Common Formative Assessments</p>
<p>Achievements:</p> <ul style="list-style-type: none"> • The teachers have created data graphs that they use to identify students who are in need of intervention. 	
<p>Areas for Improvement:</p> <ul style="list-style-type: none"> • There is still work to do to improve and formalize the Common Formative Assessments. • There is a need to make sure students are meeting standards. • There is a need to assist students with anxiety to participate in group activities. 	
<p>D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion: Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.</p>	
<p>Comment on the effectiveness and frequency of the application of appropriate assessment strategies used by classroom teachers to monitor student acquisition of the programmatic goals and academic standards.</p>	
<p>Teachers use appropriate assessment strategies in many different ways to measure student progress toward acquiring necessary bodies of knowledge and skills. During instruction, teachers frequently check for understanding to assess student</p>	

<p>learning. Immediate feedback is given for students who are struggling with various concepts. The small Vista class sizes allow for immediate and specific checking for understanding and feedback. Teachers use essays, individual and group projects, quizzes, tests, and presentations to assess student mastery of learning targets. Teachers review student work and have students revise and rework things until they can provide that they have mastered the learning targets.</p> <p>Comment on the effectiveness of how professional staff use formative and summative classroom assessments to guide, modify, and adjust instruction.</p> <p>Teachers use various assessments to guide, modify and adjust instruction. Students are regularly assessed on their understanding of the learning targets through formative and summative classroom assessments, as well as the college and career readiness standards, which are assessed via common formative assessments. If students do not meet the learning targets as assessed by formative assessments, teachers intervene, re-teach, and/or work one-on-one with students until they are able to prove mastery of the content. This intervention time is built into the school day, and teachers are also available before school, after school, or during break to help struggling students.</p> <p>Explain how student work and other assessments demonstrate student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.</p> <p>All teachers align their learning targets to the academic standards and college and career readiness standards. The student work and assessments are linked to these learning targets and allow teacher to evaluate whether or not students are achieving the standards. For example, all students are required to demonstrate that they can analyze multiple texts, cite relevant evidence, and create their own claim. These skills are based directly on the college and career readiness standards.</p> <p>Comment on the extent to which teachers engage in dialogue with students for the purpose of determining the degree to which learning experiences are relevant, assessable, and understood in preparing them for college, career, and life.</p> <p>All teachers use a “What, Why, How” lesson objective for every lesson. The “What” defines the skill/content that students will learn during the instructional period. The “Why” identifies the relevance to daily life and/or the importance of the content. The “How” is the way in which students will be learning the content during the period. These objectives are reviewed with the students at the beginning of each period and help teachers address the relevance of the content in preparing them for their futures.</p> <p>In addition to the daily “What, Why, How” lesson objectives, teachers also regularly work one-on-one with students to encourage them to develop habits of future success, and to help them understand how the work they are completing will help them to prepare for college, career and life.</p>	<p>Student Work Samples</p> <p>Samples of Tests and Quizzes</p> <p>Common Formative Assessments</p> <p>Backwards Designed Unit Plans</p> <p>“What, Why, How” Lesson Objectives</p>
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<p>Achievements:</p> <ul style="list-style-type: none"> • The teachers have developed backwards designed unit plans that have concrete learning targets with assessments. • The Common Formative Assessments are based on college and career readiness standards. <p>Areas for Improvement:</p> <ul style="list-style-type: none"> • Ongoing work needs to occur in the area of assessment to ensure that the CFAs are being assessed consistently across the program. • There needs to be a continued honing and improving of unit plans to ensure a viable curriculum, including solid assessments. • There is a need to help students improve their attendance in order to that they do not continue to fall behind. <p>D3. Using Assessment to Monitor and Modify the Program Schoolwide Criterion: The school, with the support of the district and community, has an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. The system drives the school’s program to continually improve and to allocate resources to effectively meet student needs.</p> <p>Comment on the effectiveness of how the entire school examines and analyzes standards-based curriculum-embedded as well as other standardized assessments.</p> <p>Vista teachers all have analyzed the new common core state standards, have chosen priority standards, and have designed unit plans to address these standards. Each unit plan has learning targets and formative and summative assessments. The results of the formative assessments are used to guide and inform instruction. All Vista teachers assess the college and career readiness using common formative assessments with the same scoring rubric. They also monitor student progress with green, yellow and red data dashboard every four weeks to compare growth and assess student improvement.</p> <p>The CAASPP results are reviewed at the beginning of the year, and teachers use these to predict in which area(s) this year’s students will need additional support.</p> <p>Explain how the school uses schoolwide assessment results to make changes in the school program, professional development activities and resource allocations.</p> <p>Teachers analyze student work and assessment data and work together during weekly professional learning community time to review this data and to improve instruction based on the results. The teachers analyze common formative assessment data together and collect the data dashboard evidence for identifying students in need of support and intervention.</p>	<p>Priority Standards</p> <p>Backwards Designed Unit Plans</p> <p>Data Graphs</p> <p>CAASPP Data</p> <p>PLC Calendar</p> <p>Student Work Samples</p> <p>Common Formative Assessments</p>
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<p>Explain the current and future processes to assess its curriculum and instruction in relation to its evaluation processes.</p> <p>Vista teachers use the feedback from formative, common formative and summative assessments to identify struggling students and to inform instruction. They use PLC time each week to review student work and to create intervention groups. In addition, this time is used to reflect on their unit plans and instruction, to continue to improve student learning.</p> <p>Comment on the impact of stakeholder involvement in assessing and monitoring student progress.</p> <p>Teachers use Schoolloop and phone calls to involve parents in monitoring their students' progress. Every quarter, parent conferences are held to review and monitor students' progress towards meeting learning targets. Progress reports are sent home via mail every four weeks to inform parents of student progress. Teachers, administrators and counselors use Schoolloop intervention logs to inform each other of and monitor student progress.</p> <p>Community stakeholders are informed of student progress via results from standardized test results.</p> <p>Describe the school's security systems that maintain the integrity of the assessment process.</p> <p>Students do not have access to assessments until they are actually required to take them. They are monitored closely during the assessments, and they must complete them in class. They cannot take them home. The work they complete at school also remains with the teacher once it is submitted for completion. In this way, students are unable to give old assignments to students who are currently taking the course.</p> <p>Achievements:</p> <ul style="list-style-type: none"> • There are Common Formative Assessments that address the College and Career Readiness Standards. • More parents have been attending parent conferences. <p>Areas for Improvement:</p> <ul style="list-style-type: none"> • There needs to be a more concerted effort to ensure that all parents are registered for School Loop. • The Vista contract needs to be enforced. If students are not meeting the agreement in the contract, there needs to be interventions and consequences. • There is a need to make sure that students are properly placed at Vista. • There is a need to encourage all parents to sign up for Schoolloop accounts. 	<p>PLC Calendar</p> <p>Intervention Lists</p> <p>Schoolloop</p> <p>Parent-Teacher Conference Schedule</p> <p>Sample Progress Report</p> <p>Sample Quizzes and Tests</p> <p>Student Work Samples</p>
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Category E
School Culture and Support for Student Personal and Academic Growth

E1. Parental and Community Engagement Criterion: The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process. Comment on the parent-teacher organization (or other community-based group) and its activities that connect the school with the larger community.

Vista does not have a PTA, however, Vista parents are invited to Robertson parent engagement events, which take place twice per quarter. These invitations are sent through both School Loop and Bright Arrow. These nights are both social events and parent education evenings. An organization called Beyond the Locker organizes these events, and has many broader connections to the outside community including Niles Rotary and the Kiwanis Club. While, Vista students and parents have not been as actively involved in these events, their participation will be more strongly encouraged in the future.

Indicate the school’s use of community resources to support students through activities such as career days, business partnerships, speakers, and professional services.

The City of Fremont's Youth and Family Services has a Memorandum of Understanding (MOU) with Vista to provide one counseling intern who provides social/emotional counseling for a few hours each week for both Vista and Robertson students. This resource has been an invaluable community resource that has encouraged students to overcome their obstacles and stay in school.

Students are encouraged to participate in ROP to explore possible career paths and interests. Robertson holds career days and Ohlone College days, and Vista students are invited/encouraged to participate. Students are also recruited to participate in the sports teams that include both Robertson and Vista students. These teams play in a league against other continuation/small schools. The history class invites community members to attend class as speakers in order to recount first hand stories of historical events and receive information of voting, candidates, and initiatives.

Comment on how the school educates and involves parents and community members in understanding the school’s purpose, the schoolwide learner outcomes, and academic standards.

Vista encourages families to take an active part in supporting the teaching and learning process. This is done through several methods:

- We provide new student orientation in order to acquaint both parents and students with the environment and requirements of our program. Student handbooks are reviewed during this meeting. The vice principal and the support staff complete this at the beginning of each quarter when new students are enrolled.

Parent Engagement
Event Calendar

Bright Arrow

Schoolloop

ROP Course
Offerings

School Calendar

<ul style="list-style-type: none"> • Back to School Night occurs at the beginning of the school year and is another opportunity for families to meet and visit with the staff. Open House in the spring also enables staff to meet and develop relationships with parents and community members who visit our school. During these events, staff are provided with the ability to convey teaching philosophies, answer questions, and address concerns. • Parent/teacher conferences are held each quarter, which allow teachers to meet one-on-one with parents and families to discuss student progress and to develop plans for student success. • The phone messenger system offers a mode of communication that allows us to inform the school community of school-related information and events such as attendance issues and upcoming activities. For our Spanish speaking families, the messages are translated into Spanish. • Students who fall behind academically are on an intervention list. Each of these students receives an intervention meeting with his/her parent or guardian to address the issues leading to the poor academic progress and to develop a plan for success. These meetings take place with either an administrator or counselor. • Ongoing regular intervention meetings occur between families, administrators, counselors and students. Each time Vista students fail to complete their independent study work at home, they have a homework intervention meeting with the vice principal who also informs their parents of their lack of work, and the ultimate consequences should they continue not to perform academically. • Grades are posted online so that both students and parents have access to the information from home. Progress reports are sent home every four weeks to inform parents of their students' academic progress. • Information regarding the Vista program is also available on the common Vista syllabus and the school's website. 	<ul style="list-style-type: none"> Parent-Teacher Conference Schedule Bright Arrow Intervention Lists Schoolloop Shared Syllabus School Website
<p>Provide a description of the ways in which parents are involved with the school and are active partners in the learning process for their students.</p>	
<p>We ensure that parents and the school community understand student achievement of the academic standards through personal and written notice. The student handbook is covered during the orientation process. Course syllabi are used to help convey expectations. Parents can view students' grades on Schoolloop and communicate with teachers through this website.</p>	<ul style="list-style-type: none"> Student Handbook Shared Syllabus Schoolloop
<p>We provide interventions that include parent/student meetings, contracts, tutoring, and regular progress reports to attempt to halt academic failure. There needs to be a better process to identify failing students and intervene directly with parents prior to parent conferences.</p> <p>Vista also has parent nights where they are invited to the school campus in order to meet with teachers and other school staff. These nights include, but are not limited to, Back-to-School Night, Parent Conferences, Open house, and Parent Engagement nights.</p>	<ul style="list-style-type: none"> Contract School Calendar

<p>E2. School Environment Criterion: The school ensures that is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, and high expectations for all students with a focus on continuous school improvement. Explain the extent to which the school has implemented policies and committed resources to ensure a safe, clean, and orderly environment that nurtures learning.</p> <p>Vista has regulations and policies in place to ensure the safety of students and staff. These regulations are found in the school safety plan in the staff handbook and are enforced with the assistance of the administration, the school resource officer, the office support staff, the campus supervisors, the teachers, and the custodial staff.</p> <p>The emergency response procedures are outlined in the school safety plan, which is readily available for teachers in their staff handbook. The safety plan outlines evacuation routes, locations of fire extinguishers, gas and electrical shut off valves, and procedures for various emergency events, such as fires, earthquakes, lockdowns, and bioterrorism events. This plan is updated annually.</p> <p>There are also two Material Safety Data Sheet (MSDS) binders in the Vice Principal's office that list chemical materials on campus and the emergency responses that should be taken should anyone come in contact with such materials. This binder is required by law to have on site.</p> <p>We prepare our campus by having a fire drill, an earthquake drill, a lock-down and evacuation drill during the school year. Having a variety of disaster drills enables our students to be fully prepared for any type of emergency that could occur.</p> <p>Our campus has posted signs at all entrances and exits informing visitors to check in at the main office. We have two full-time campus supervisors who patrol all buildings, grounds, and parking lots. They also enforce our school-wide policies and help to prevent crimes and assist in the prevention of unauthorized visitors and activities on campus. Vista also has a full-time School Resource Officer (SRO). The SRO provides law enforcement functions, including maintaining a safe environment for both students and staff.</p> <p>All administrators, campus supervisors, the SRO, day custodian, and school secretary keep in communication via walkie-talkies. These walkie-talkies also have an emergency line to the closest FUSD high school and the district office. Our day custodian also carries a district-wide radio, which enables him to access the maintenance department for any structural emergencies. If a disaster occurs, we have an emergency response team, a planning team, a logistics team, and a finance team in place. These teams and their members all have specific duties assigned to them.</p> <p>If an emergency occurs in a classroom, we have a dedicated phone line, 49-911 that will ring every phone in the office simultaneously until answered. This ensures that the emergency will be handled immediately by an administrator, SRO, or campus supervisor. Vista also has a 911 audible notification line that</p>	<p>Staff Handbook</p> <p>School Safety Plan (See Staff Handbook)</p> <p>MSDS Binders</p> <p>Walkie-talkies</p> <p>Safety Plan</p>
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<p>alerts the school secretary which classroom has dialed 911 for assistance. An administrator and/or SRO will also respond to this emergency.</p> <p>The physical facilities are clean and orderly and are conducive to learning. However, there are teachers who share an open space, and their classrooms are more susceptible to interruption. Vista also tends to be a depository for incoming instructional materials and other resources that clutter the open space. There needs to be an alternative storage center for incoming materials. Over the summer, some of the classrooms got new flooring due to asbestos abatement.</p> <p>Comment on the effectiveness of the school’s practices and procedures for all aspects of student safety.</p> <p>We have clearly outlined procedures and policies in place regarding school safety.</p> <p>Our staff is caring, respectful and professional. Their extra efforts with the students have created a culture in which students feels supported and want to remain in school. Vista’s small class sizes allow teachers to build strong relationships with their students that promote a safe and respectful school environment. Most students who attend Vista have sought a school environment because they felt unsafe or unwelcome in a larger school setting.</p> <p>We have defined emergency procedures and practice school safety drills on a regular basis. Our campus is well monitored by the campus supervisors, administrators, and SRO. We have walkie-talkies for communication and a 49-911 dedicated line in case of emergencies.</p> <p>Comment on the extent to which the school has created and supported an atmosphere of trust, caring, concern, and high expectations for students in an environment that honors individual differences through school programs, procedures, and policies.</p> <p>We have a caring and professional staff whose efforts have created a culture of inclusion that encourages students to remain in school. Their high expectations and student support have lead to improvements in all aspects of the program. Teachers are routinely in their classrooms at lunch and/or after school for academic and social support. They also regularly mentor students and build relationships with individual students, taking their differences into consideration. The small class sizes allow teachers to built strong relationships with their students. Several of our students have built strong relationships with various teachers and would attribute their continued enrollment and success in school to these relationships. Teachers also write academic referrals if they feel that a students needs to check in with the administration or a counselor about his or her academic progress.</p> <p>The non-teaching staff is equally dedicated to student success through mentoring, providing community resources, arranging for guest speakers, and following up on behavior and attendance issues.</p> <p>Our custodial staff consists of two full-time custodians. The custodians provide</p>	<p>Safety Plan</p> <p>Walkie-talkies</p>
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<p>students, parents, and staff to see the students plan towards graduation, including the classes they have completed and those they still need to take. Counselors meet with students to ensure that these plans are accurate and that students are aware of where they are on their road to graduation. These meetings should occur more frequently, rather than when students enter the program or have specific questions. Counselors also offer support with personal issues and career counseling.</p>	
<p>Comment on the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum.</p>	
<p>Vista has high expectations students with a built-in lesson structure and sequence that helps teachers scaffold difficult concepts so that students have access to them despite possible past struggles. Teachers look at common assessment by individual student and provide intervention specific to each student’s needs.</p>	<p>Common Formative Assessments</p>
<p>Explain how the school leadership and staff ensure that student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided to enable access to the academic standards and schoolwide learner outcomes for all students.</p>	
<p>Interventions occur through several means. Teachers can refer students to the administration or counselors for both behavioral and academic reasons. Every four weeks, progress reports are sent home to parents. All students who do not complete their homework are referred to the vice principal for a conference and a parent phone call. Three of these homework interventions result in a parent meeting and a referral to a daily attendance program where students can receive more intensive support. Teachers have interventions on a weekly basis making it very easy to see which students are falling behind and who needs extra support before it is too late to intervene. Teachers are often asked to provide regular feedback to parents via e-mail communication or weekly progress reports. Teachers also regularly call parents to share good news or to report behavioral or academic issues.</p>	<p>Intervention List</p>
<p>Explain how all students have access to a challenging, relevant, and coherent curriculum.</p>	
<p>The teachers at Vista offer a well-planned and effective instructional program that is based on the Common Core Standards. Teachers have used these standards to develop unit designs for their courses. Teachers use the PLC time in order to continue to work on and revise these plans. The articulation between the standards and the curriculum is emphasized through the designing of daily “What, Why, How” lesson objectives. Equal access to all classes is ensured, in that all Vista students must complete state and district mandated graduation requirements. Vista does not offer GATE or AP/Honors coursework, therefore there is no disproportionate representation of students in these courses. All class enrollments are based on student need.</p>	<p>Backwards designed unit plans</p> <p>PLC Calendar</p> <p>What, Why, How Lesson Objectives</p>

Comment on the availability to and involvement of students in curricular and co-curricular activities that are linked to the academic standards and schoolwide learner outcomes.

Like many independent study schools, we have limited co-curricular activities at our school.

Vista does not have an official process for regularly evaluating student involvement in co-curricular sports activities. We do have a popular joint sports program, for Robertson and Vista students, with volleyball, basketball, and softball teams that play against local continuation high schools. Students are encouraged to play on these teams and are eager to do so.

Our ROP liaison also monitors students who attend ROP courses and updates this list regularly. She works closely with students who are interested in taking ROP courses off-campus to ensure they have access to them. We have a partnership with the Regional Occupational Program (ROP), and our students take ROP classes on site, as well as at the MVROP center. The ROP classes encourage critical thinking, effective communication, and help students in developing a post-high school transition plan.

Our service learning coordinator also works closely with all of Vista's students to provide them with access to service-learning opportunities and to monitor the number of hours they have completed or need to complete to fulfill the graduation requirement. All students are required to complete 40 service learning hours in order to graduate. The service learning hours give students an opportunity to communicate effectively, demonstrate good citizenship and respect for diversity, and demonstrate self-motivation and time management.

The academic counselors also organize college and career nights throughout the school year that support students in developing their post-high school transition plans.

Achievements:

- We have a strong and dedicated staff who have high expectations for their students and care deeply about their success.
- We have Youth and Family Services counselors on campus who provide social/emotional counseling services for students.

Areas for Improvement:

- We would like to see more involvement from students and parents at after school activities.
- Staff and students would like to see more activities, clubs, and sports on campus.

ROP Course Offerings

ROP Student Enrollment List

Service Learning Forms

Part IV: Major Achievements/Needs

Major Achievements/Accomplishments

CAASPP Scores

- The number of students who met or exceeded standards increased on CAASPP from 2014-2015 to 2015-2016.

PLC Work

- The district has used LCAP funding to promote, support, and fund a district wide PLC.
- There is regularly schedule PLC collaboration time for teachers.
- The teachers have adapted curriculum to follow the common core standards.
- Vista has utilized PLC time to begin the process of creating backwards designed unit plans that address essential standards for their courses. These backwards designed unit plans have concrete learning targets.
- Teachers worked collaboratively to create common assessments that measure the College and Career Readiness Standards and evaluate student progress. Teachers also have created data sheets to show how each student is meeting learning targets.
- ILT meetings occur twice per month, and feedback is provided to the teachers.

W/W/H

- Daily lessons are guided by “What, Why, How” lesson objectives that keep both the teacher and students focused on the learning targets. These objectives address both the content and rigor of the state content standards.

School Loop

- Teachers communicate regularly with students and parents via Schoolloop.
- Teachers, counselors and administrators are on School Loop and use it as a communication tool.

CWA on campus

- There is a Child Welfare and Attendance Clerk on campus.

Schedule Change

- The school board has been supportive of the Vista program and has approved changes to the schedule/program to ensure ongoing school improvement efforts.
- The master schedule has been changed to a modified schedule to allow for increased student interaction.
- The teachers use multiple teaching modalities to increase student engagement.

Major School Needs

Student Referral and Retention Process

- Vista needs to revisit the referral process and requirements in order to increase student success.
- There is a need to make sure that students are properly placed at Vista.
- The Vista contract needs to be enforced. If students are not meeting the agreement in the contract, there needs to be interventions and consequences.

Vista as its own School

- Vista needs to be supported as its own school by the administration, rather than being included in some aspects of Robertson High School and excluded from others.
- There needs to be more regular and coordinated communication of needs and programming between Vista teachers, administration, and counselors.
- Teachers need to be more directly involved in decision-making/SPPA, not just the department chairperson.

Increase Student Population

- Vista's purpose and existence need to be communicated and advertised more aggressively throughout Fremont.
- Its successes need to be shared at a district level in order to increase awareness and respect for the program.

Intervention

- We need more intervention time for students who fall behind or need one-on-one time with a teacher.
- There is a need to ensure that students complete each part of their assignments.

Instructional Program and Data Collection/Analysis

- The teachers need to continue to create and improve on backwards planning (identifying learning targets/developing assessments) so that they have them for all of their courses.
- There needs to be a closer analysis of student achievement data and critical learner needs to ensure that students are meeting standards.
- There needs to be a closer look at individual independent study contracts and their effectiveness in promoting student learning.

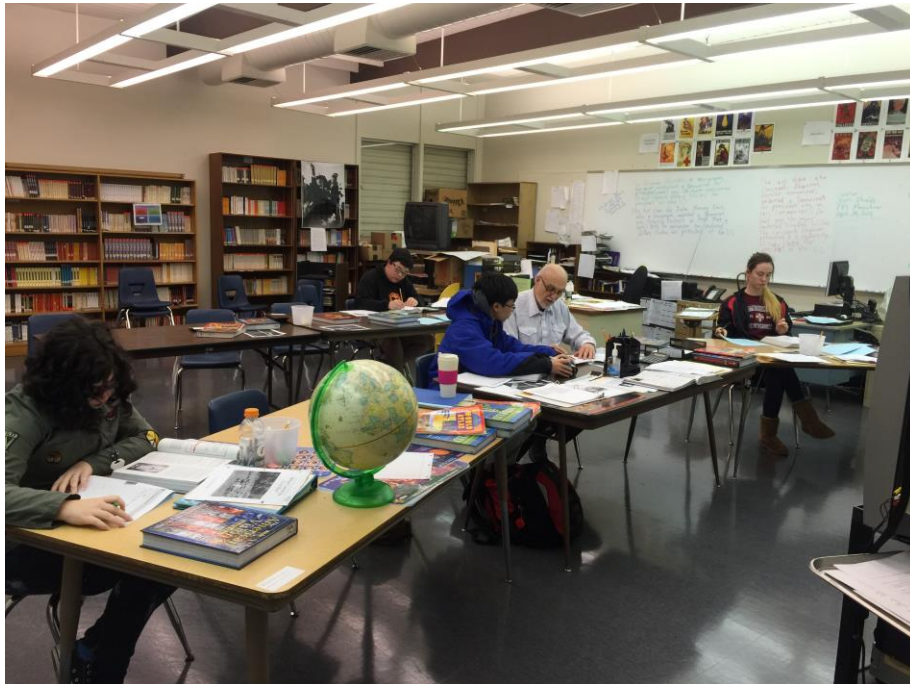
Post-Grad Plan

- There is a need to develop a formalized post-secondary transition plans for all Vista graduates.
- We need to create a follow-up program to track our graduates to find out whether they continued on to higher education, found immediate jobs, or did neither.

- The staff needs to encourage more students to take ROP classes.

Parental Involvement

- Stakeholders need to be included in decision-making, and there needs to be broader communication with all stakeholder groups.
- There needs to be a more concerted effort to ensure that all parents are registered for School Loop.
- We need to find new and creative ways to encourage parent attendance and participation at various events on campus.
- There is a need for parent education about why homework is important.



Appendix

The following list of evidence will be available during the visit in the Spring and as hard copies in the binders that will be sent to the WASC Chairperson before the visit.

API/AYP Data (See Part II: School Profile)
ASVAB Calendar (See School Calendar)
Backwards designed unit plan template
Bell Schedule
Check for Understanding List
College and Career Day Calendar (See School Calendar)
College and Career Readiness Standards
Common Formative Assessments
Copy of Independent Study Contract
CSEA Contract
CSTPs
CWA Student List
Data Graphs
Discretionary Budget
Evaluation Forms
Graduation Program
Instructional Expectations
Intervention Lists
Intervention Plans
LCAP (See SPPA Plan)
Master Schedule
Parent Engagement Event Calendar (See School Calendar)
Parent/Guardian & Student Handbook and Notice of Rights & Responsibilities
Parent-teacher Conference Schedule (See School Calendar)
Personal Finance and Creative Living Independent Study Contract
PLC Calendar
Referral Form
Request to Purchase Form
ROP Course Offerings
ROP Student Enrollment List
Sample Newsletter
SARC
School Calendar
School Safety Plan (See Staff Handbook)
Service Learning Form
Shared Syllabus
SMART Goals (See SPPA Plan)
SPPA Plan
Staff Phone List
STAR Test Data
Staff Handbook
Student Handbook
Transcript Analysis Form
Uniform Complaint Procedure
Vista Flyer
Vista Alternative PLC Form
Work Permit Numbers
Writing Rubrics

The following evidence will be available in classrooms during the Spring Visit. Please let us know if there is anything else you would like to see when inside classrooms.

Teacher Evidence

Backwards Designed Units
Common Formative Assessments
Intervention Plans
Priority Standards
Sample Progress Report
Sets of Quizzes and Tests
Sets of Student Work
What, Why, How Lesson Objectives

Pertinent Websites

California Commission on Teacher Credentialing Website
<http://www.ctc.ca.gov/lookup.html>

The California Standards for School Counseling Profession
<http://casc.membershipsoftware.org/files/CSSCP%20-%20Electronic%20Version%202009.pdf>

CDE Website
<http://www.cde.ca.gov/>

FUSD/FUDTA Contract
http://www.fremont.k12.ca.us/cms/lib04/CA01000848/Centricity/Domain/81/FUDTA_CONTRACT_Complete_2012.2015.pdf

FUSD Mission and Tenets
<http://www.fremont.k12.ca.us/Page/72>

FUSD Website
<http://www.fremont.k12.ca.us/>

Illuminate Website
https://fremont.illuminateed.com/live/?page=SisLogin&prev_page=DashboardPage

School Loop Website
<https://rhs-fusd-ca.schoolloop.com/>

School Dude Website
<https://www.schooldude.com/>

VISTA Website
<http://www.fremont.k12.ca.us/domain/3068>