

2019–2020 School Accountability Report Card

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School Accountability Report Card

Reported Using Data from the 2019–2020 School Year

California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

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

Amy Davis, Principal

- Principal, Mission Vista Academy



About Our School

Dear Families,

We are thrilled to have you join the Mission Vista Academy family! We take great pride in being able to offer our students flexible individualized learning experiences through our many unique programs. Regardless of how or where you have chosen to educate your child, it is our hope that you will find amazing resources, school contacts, and local supports of value to you and your family.

We are here to support and inspire community within our school and all families on an educational journey with their children. We would like to hear from you to ensure the website continues to be both relevant and valuable. We look forward to hearing from you. Please send us an email or give us a call to share your thoughts, ideas, and questions with us!

Thank you for choosing Mission Vista Academy.

Sincerely,
Amy Davis, M.Ed.
Principal, Mission Vista Academy
amy.davis@missionvistaacademy.org

Contact

Mission Vista Academy
1440 Beaumont Ave A2 #412
Beaumont, CA 92223-6820

Phone: 951-456-1981
Email: amy.davis@missionvistaacademy.org

About This School

Contact Information (School Year 2020–2021)

District Contact Information (School Year 2020–2021)	
District Name	Beaumont Unified
Phone Number	(951) 845-1631
Superintendent	Maureen Latham
Email Address	mlatham@beaumontusd.k12.ca.us
Website	www.beaumontusd.us/

School Contact Information (School Year 2020–2021)	
School Name	Mission Vista Academy
Street	1440 Beaumont Ave A2 #412
City, State, Zip	Beaumont, Ca, 92223-6820
Phone Number	951-456-1981
Principal	Amy Davis, Principal
Email Address	amy.davis@missionvistaacademy.org
Website	http://missionvistaacademy.org/

School Description and Mission Statement (School Year 2020–2021)

At Mission Vista Academy, we develop the individual gifts of students in Riverside County and adjacent counties to become critical thinkers, responsible citizens and innovative leaders prepared for academic and real-life achievement in the 21st Century. The mission will be accomplished through quality, personalized, standards-based education, which could include online coursework, offline textbook work, and unique hands-on and experiential learning experiences facilitated in partnership with students, parents, staff, and the community.

Schoolwide Learner Outcomes

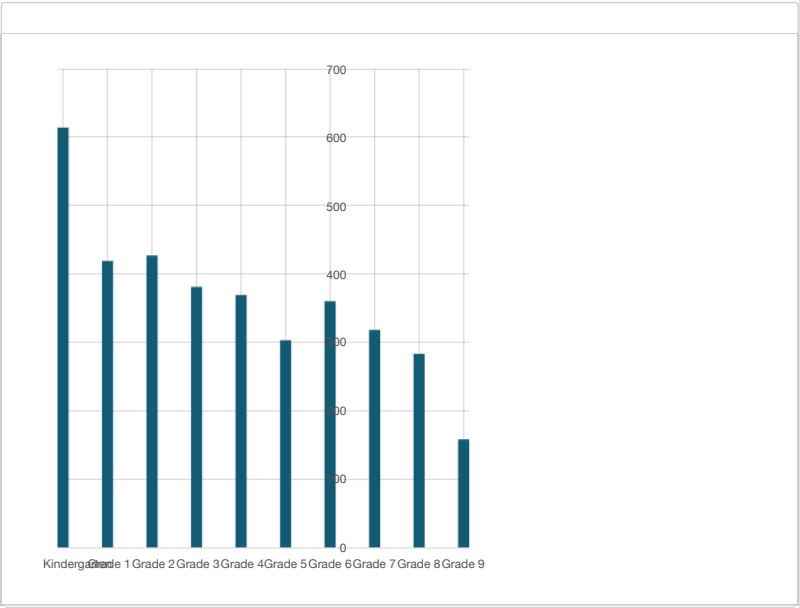
At Mission Vista Academy, we have goals for our students that are known as Schoolwide Learner Outcomes (SLOs). SLOs are a part of our school culture: they reflect our school vision, the College and Career Readiness Standards, and the education of the whole child.

Mission Vista Students Are:

- Navigators of the Digital World - Navigators of the digital world who are proficient in the use of technology, media, and online resources.
- Self-Directed - Self-directed and motivated students who are able to set attainable goals to achieve academic success.
- Personalized Learners - Personalized learners who are able to thrive in the style of education that best fits their individual needs.
- Independent Critical Thinkers - Independent critical thinkers who have the ability to problem-solve, take ownership, and apply their knowledge to a variety of problems.
- Responsible Citizens - Responsible citizens who demonstrate integrity and respect while actively seeking knowledge of local and global issues.
- Effective Communicators - Effective communicators who can thoughtfully articulate their thinking with confidence while collaborating with peers.

Student Enrollment by Grade Level (School Year 2019–2020)

Grade Level	Number of Students
Kindergarten	614
Grade 1	419
Grade 2	427
Grade 3	381
Grade 4	369
Grade 5	303
Grade 6	360
Grade 7	318
Grade 8	283
Grade 9	158
Total Enrollment	3632



Student Enrollment by Student Group (School Year 2019–2020)

Student Group	Percent of Total Enrollment
Black or African American	3.70 %
American Indian or Alaska Native	0.30 %
Asian	2.00 %
Filipino	0.90 %
Hispanic or Latino	35.20 %
Native Hawaiian or Pacific Islander	0.40 %
White	48.40 %

Student Group	Percent of Total Enrollment
Two or More Races	7.10 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	37.70 %
English Learners	1.80 %
Students with Disabilities	9.00 %
Foster Youth	0.10 %
Homeless	1.60 %

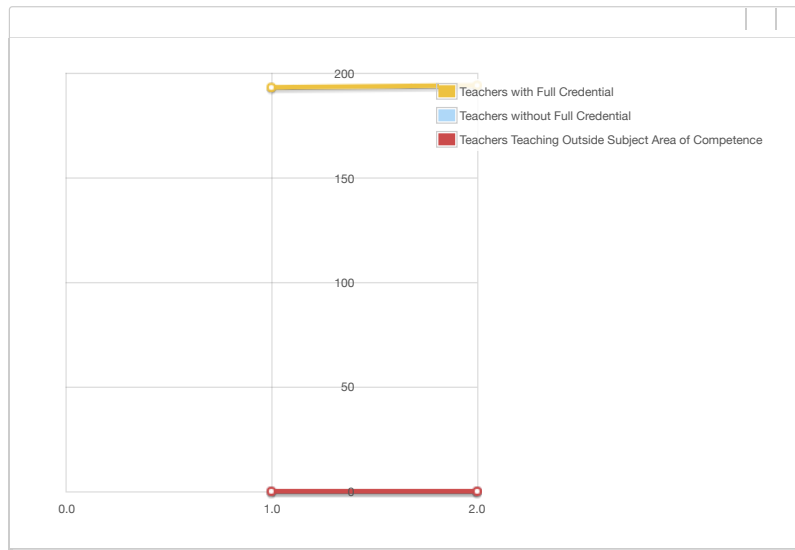
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

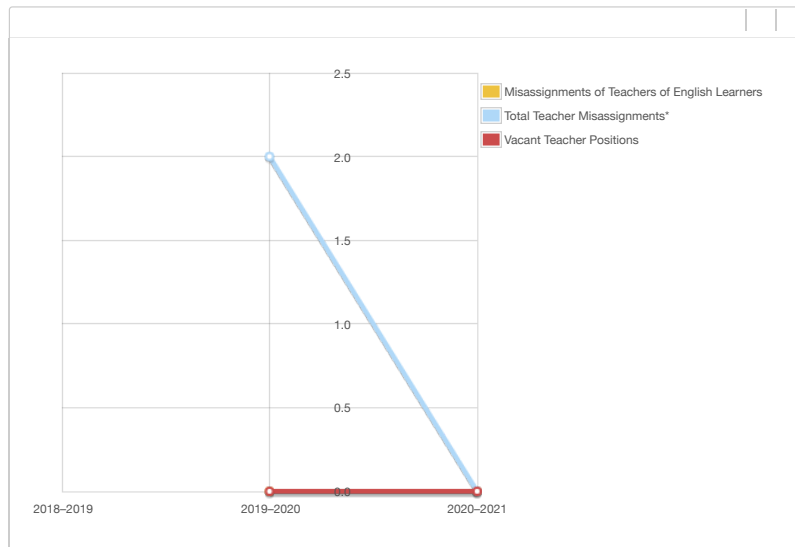
Teachers	School 2018– 2019	School 2019– 2020	School 2020– 2021	District 2020– 2021
With Full Credential		193	194	
Without Full Credential		0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)		0	0	



Last updated: 1/21/2021

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018–2019	2019–2020	2020–2021
Misassignments of Teachers of English Learners		0	0
Total Teacher Misassignments*		2	0
Vacant Teacher Positions		0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/21/2021

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020–2021)

Year and month in which the data were collected: September 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill Edgenuity ALEKS K12 Lincoln Empowered StrongMind Odysseyware Acellus Redbird	Yes	0.00 %
Mathematics	McGraw-Hill Edgenuity ALEKS K12 Lincoln Empowered StrongMind Odysseyware Acellus Redbird	Yes	0.00 %
Science	McGraw-Hill Edgenuity K12 Lincoln Empowered StrongMind Odysseyware Acellus	Yes	0.00 %
History-Social Science	McGraw-Hill Edgenuity K12 Lincoln Empowered StrongMind Odysseyware Acellus	Yes	0.00 %
Foreign Language	McGraw-Hill Edgenuity K12 Lincoln Empowered StrongMind Odysseyware Acellus	Yes	0.00 %
Health	McGraw-Hill Edgenuity K12 Lincoln Empowered StrongMind Odysseyware Acellus	Yes	0.00 %
Visual and Performing Arts	McGraw-Hill Edgenuity K12 Lincoln Empowered StrongMind Odysseyware Acellus	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/11/2021

School Facility Conditions and Planned Improvements

<p>Mission Vista Academy is a non-classroom-based charter school and takes great efforts to ensure that all administrative office is clean, safe, and functional. To assist in this effort, we use the facility survey instrument developed by the State of California OPSC. The results shown for school facility are in reference to the administrative office. Students are educated through independent study in accordance with the terms of an approved master agreement, the approved charter, and applicable laws.</p>
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Last updated: 1/18/2021

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
English Language Arts / Literacy (grades 3-8 and 11)		N/A		N/A	50%	N/A
Mathematics (grades 3-8 and 11)		N/A		N/A	39%	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/12/2021

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–2020 school year.

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8, and high school)		N/A		N/A		N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.
Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

Last updated: 1/12/2021

CAASPP Tests Results in Science by Student Group
Grades Five, Eight and High School (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/12/2021

Career Technical Education (CTE) Programs (School Year 2019–2020)

<p>We offer CTE courses, organized in sequenced pathways (Education Code §51226), including the following:</p> <ul style="list-style-type: none">• Animation Pathway• Agriscience Pathway• Patient Care Pathway <p>We are in the process of arranging our many CTE offerings into vertically aligned pathways. Our principal is our primary representative for our CTE advisory committee.</p>
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Last updated: 1/18/2021

Career Technical Education (CTE) Participation (School Year 2019–2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	5
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/18/2021

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2019–2020 Pupils Enrolled in Courses Required for UC/CSU Admission	99.36%
2018–2019 Graduates Who Completed All Courses Required for UC/CSU Admission	--

State Priority: Other Pupil Outcomes

Last updated: 1/13/2021

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2019–2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
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Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

Last updated: 1/12/2021

State Priority: Parental Involvement

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

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020–2021)

We ensure parents, guardians, teachers, classified staff members, and all relevant stakeholders have an opportunity to participate in our school's governance. Some of the board of directors are parents or guardians of students enrolled within our school providing insight into students and families related to program planning, design, and implementation.

We do not assume each parent/guardian has broad-band or high-speed access to the internet or speaks English at home. Our communication strategies include surveys, emails, social media, school website, telephone calls, regular mail delivery, and text messages. We translate questionnaires into appropriate languages and provide translation services during virtual meetings. Board meetings, public hearings, and stakeholder input meetings are open to the public via Zoom, ensuring transparency. Members of the public are invited to participate in the public hearing via Zoom and to submit comments via Zoom, telephone, or email. We encourage verbal and written comments.

Parent satisfaction surveys are delivered electronically to all parents annually in the spring, and hard copies by request. We have also kept our stakeholders informed of the fluidity of the COVID-19 pandemic and engaged in assessing related needs through various mediums, including surveys administered in April and August 2020 and in virtual meetings in August and September 2020. Our parent satisfaction surveys now include questions related to socio-emotional related needs. Survey results are shared with all stakeholders and help inform our operations and services.

Last updated: 1/18/2021

State Priority: Pupil Engagement

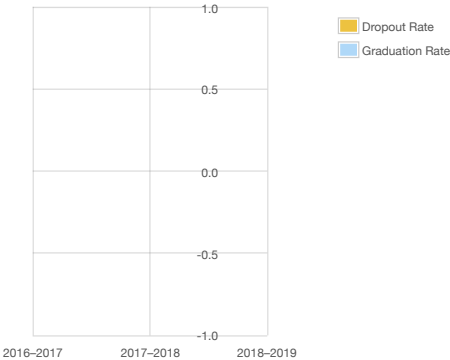
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

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

Indicator	School 2016–2017	School 2017–2018	School 2018–2019	District 2016–2017	District 2017–2018	District 2018–2019	State 2016–2017	State 2017–2018	State 2018–2019
Dropout Rate	--	--	--	--	4.10%	2.70%	9.10%	9.60%	9.00%
Graduation Rate	--	--	--	90.80%	92.50%	91.60%	82.70%	83.00%	84.50%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



State Priority: School Climate

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

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

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017–2018	School 2018–2019	District 2017–2018	District 2018–2019	State 2017–2018	State 2018–2019
Suspensions	--	--	2.60%	2.60%	3.50%	3.50%
Expulsions	--	--	0.10%	0.10%	0.10%	0.10%

Suspensions and Expulsions for School Year 2019–2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–2020	District 2019–2020	State 2019–2020
Suspensions	--	--	--
Expulsions	--	--	--

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to prior years.

School Safety Plan (School Year 2020–2021)

<p>By March 1 of each school year, our safety planning committee, composed of the principal, teachers, parents, and classified employees, updates and formulates our comprehensive safety plan. We consult with a representative from a law enforcement agency, a fire department, and other relevant first responders. Comprehensive school safety plan components include (not an exhaustive list):</p> <ul style="list-style-type: none">• Child Abuse reporting procedures• Bullying/Cyberbullying Prevention• Disaster procedures with adaptations for students/staff with disabilities• School Discipline policy• Procedures for conducting tactical responses to criminal incidents <p>Our board reviews and approve our comprehensive safety plan before submitting it to our authorizer and county office of education.</p>
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The information in this section is required to be in the SARC but is not included in the state priorities for LCOFF.

Ratio of Pupils to Academic Counselor (School Year 2019–2020)

Title	Ratio
Pupils to Academic Counselor*	300

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2019–2020)

	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.70
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2.80
Social Worker	
Nurse	0.70
Speech/Language/Hearing Specialist	1.10
Resource Specialist (non-teaching)	
Other	38.20

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/18/2021

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)

Mission Vista was not in operation in 2018-19

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	--	--
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/18/2021

Types of Services Funded (Fiscal Year 2019–2020)

<p>To support and assist students, we offer the following programs and services aligned with our Local Control and Accountability Plan and, most recently, Learning Continuity and Attendance Plan (not an exhaustive list):</p>
<ul style="list-style-type: none">Comprehensive professional development for staff, including for English Learners (LFCC base and supplemental funds)Diagnostic and interim student academic assessments that yield critical standards-based data to inform our practice. Expenditures associated with this action include the costs of assessment services (LFCC base and supplemental funds)Instructional and curriculum materials (LFCC base and supplemental funds)Additional devices and resources to increase access to the internet, including hotspots,particularly during the COVID crises (COVID specific funds, including Federal CARES funds)A rich curriculum, including aspects specific to English Language Learners and students with Exceptional Needs (LCFF base and supplemental funds and designated categorical funds, including that provided to local SELPA)Staff and parent training related to our tiered supports, particularly for those who are most vulnerable to the impact of COVID 19, such as our English Learners, students living in poverty, and students placed in foster care, the action will principally benefit them (LFCC base and supplemental funds and COVID specific funds, including Federal CARES funds)Staff and parent training related to trauma-informed practices, including Social Emotional Learning, particularly for English Learners, students living in poverty, students placed in foster care, students experiencing homelessness, and those with exceptional needs who are most vulnerable to the effects of the pandemic and resulting learning loss that exacerbates previous achievement gaps (LFCC base and supplemental funds and COVID specific funds, including Federal CARES funds)

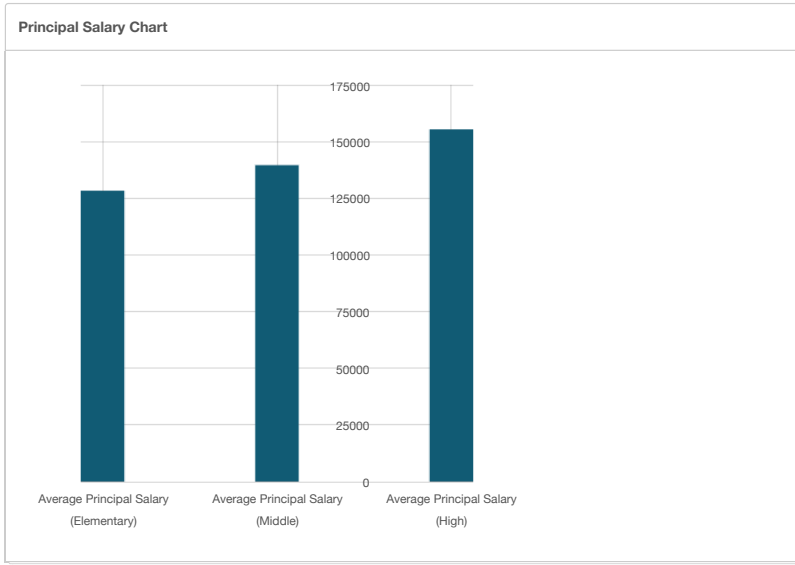
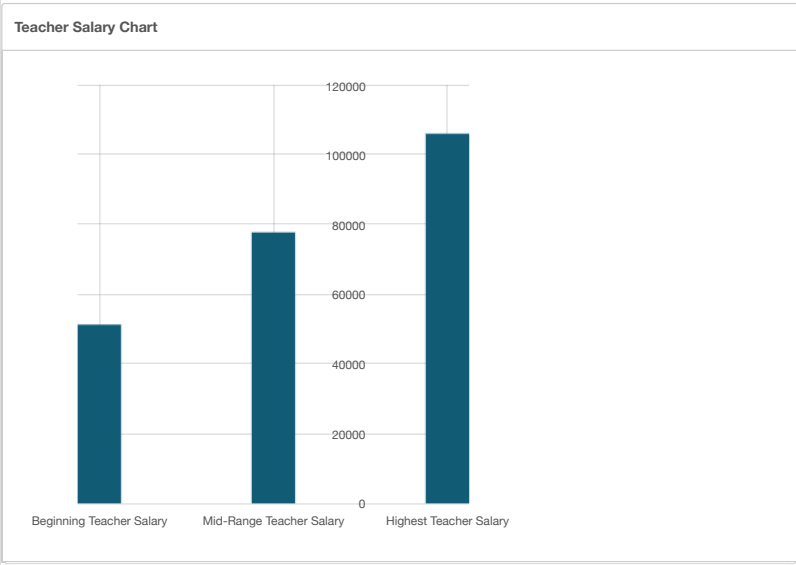
Last updated: 1/18/2021

Teacher and Administrative Salaries (Fiscal Year 2018–2019)

Mission Vista Academy was not in operation in 2018-19

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$51,252	\$49,782
Mid-Range Teacher Salary	\$77,682	\$76,851
Highest Teacher Salary	\$105,995	\$97,722
Average Principal Salary (Elementary)	\$128,309	\$121,304
Average Principal Salary (Middle)	\$139,594	\$128,629
Average Principal Salary (High)	\$155,375	\$141,235
Superintendent Salary	\$248,006	\$233,396
Percent of Budget for Teacher Salaries	32.00%	33.00%
Percent of Budget for Administrative Salaries	6.00%	6.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/td/cs/>.



Advanced Placement (AP) Courses (School Year 2019–2020)

Percent of Students in AP Courses 0.00%

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0

*Where there are student course enrollments of at least one student.

Last updated: 1/13/2021

Professional Development

Measure	2018–2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement		14	15

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