

220 W. Bobier DR
Vista, CA 92083-1903
(760) 724-8501
FAX (760) 940-8695

CDS Code:
37684526040596

Grades K-5

Bobier Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year
Published During 2019-20

Melanie Paliotti, Interim Principal

melaniepaliotti@vistausd.org



**Vista Unified
School District**
1234 Arcadia Avenue
Vista, California 92084
(760) 726-2170
www.vistausd.org

Board of Trustees
Rosemary Smithfield
Cipriano Vargas
Debbie Morton
Martha Alvarado
Rich Alderson

Administration
Matt Doyle, Ed.D.
Superintendent
mattdoyle@vistausd.org

Matthew Steitz, Ed.D.
Assistant Superintendent
Educational Excellence

Rachel D'Ámbroso
Assistant Superintendent
Human Resources

Ami Shackelford
Assistant Superintendent
Business Services

Nicole Allard
Executive Director
Innovations

Contents

About this School
Conditions of Learning
Specialized Services
Textbooks
School Facilities
Pupil Outcomes
Other Pupil Outcomes
Parental Involvement
School Climate
Other Information
School Finances
Professional Development
About the SARC

About This School

Mission Statement

Bobier's mission is to empower students to contribute in a global community by drawing upon their strengths, values, and interests, thereby inspiring creative, lifelong learners.

Principal's Message

Great things are happening at Bobier this year! Our focus at Bobier is to promote academic achievement in a safe, student-centered learning environment. We encourage critical thinking, problem solving, and foster intellectual and social-emotional development. We strive to facilitate open communication and collaboration with all stakeholders and to provide effective planning and instruction which prepares students with skills needed in the 21st century. We are continuing on our path with our 1:1 Computing Initiative with iPads for every student in Kinder through 2nd grade and Chromebooks for every student in grades 3-5. Our teachers received specialized training for these devices, and have been trained to facilitate individualized, blended learning using a variety of digital programs, which students can also access at home.

Please check us out on Twitter and Facebook! Like our pages for the most current updates on Twitter [@BobierBroncos](https://twitter.com/BobierBroncos) and on Facebook at Bobier Elementary, or visit our website at www.bo.vistausd.org. I'm incredibly honored to be at Bobier and can't wait to see what the future will bring as together we strive to bring excellence and innovation to our school.

Focus for Improvement

At Bobier Elementary, we take our district's goals of Excellence and Innovation seriously.

Since June 2014, our educators have participated in the following:

- Project Lead the Way, Mystery science
- 1:1 Training for Technology
- Personalized learning
- Eureka Math professional development
- NGSS units of study
- Thrively, Habits of Mind, Restorative Justice character education
- Project-Based Learning trainer of trainers with the Buck Institute
- Achieve 3000
- Lexia
- Imagine Learning
- Lucy Calkins Writing
- ELD awareness

Our staff is wholeheartedly committed to Vista Unified's values of Trust, Respect, and Collaboration in our professional practice. Our high standards for professional communication and collaboration are grounded in a student-centered focus where we make decisions that support student academic progress, social and emotional well-being, and safety. Personnel and programs that contribute to a safe and positive school climate include:

- Learning Center that also provides social-emotional and RTI (Response to Intervention) Support
- Parent Involvement in PTA and ELAC and school events
- Restorative Practices
- Principal, Assistant Principal, School Psychologist, Counselor, and all school staff work collaboratively to meet student social-emotional needs

SCHOOL ACCOUNTABILITY REPORT CARD

Student Enrollment by Grade Level (2018-19)

Grade Level	Enrollment
Kindergarten	139
Grade 1	112
Grade 2	105
Grade 3	109
Grade 4	90
Grade 5	104
Total Enrollment	659

The data source is the certified California Longitudinal Pupil Achievement Data System (CALPADS) Fall 1 data.

Student Enrollment by Subgroup (2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.5%
American Indian or Alaska Native	0.5%
Asian	0.2%
Filipino	0.5%
Hispanic or Latino	95.1%
Native Hawaiian or Pacific Islander	0.2%
White	2.0%
Two or More Races	1.2%
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	95.8%
English Learners	61.6%
Students with Disabilities	9.6%
Homeless	26.4%

The data source is the certified California Longitudinal Pupil Achievement Data System (CALPADS) Fall 1 data.

Conditions of Learning

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

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

Teachers	School			District
	2017-18	2018-19	2019-20	2019-20
With Full Credential	31	29	29	972
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

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

	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
*Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Curriculum and Instructional Materials

Reading and Writing: Our district-adopted language arts curriculum is Houghton Mifflin Reading *A Legacy of Literacy*. In 2010, Vista Unified School District purchased the *Medallion Upgrade* to support *A Legacy of Literacy*. The skills and strategies taught in this comprehensive, kindergarten through fifth grade program represent a rigorous plan of instruction with a specific focus on the California Common Core Standards. Reading and writing standards are taught and assessed at every grade level. Systematic instruction and a variety of resources ensure success for all Vista students.

Mathematics: The transitional kindergarten through fifth-grade mathematics instructional program is Eureka Math. The Eureka Math curriculum was created by Great Minds®, a nonprofit that brought together teachers and experts to craft a program based on the world's most successful math programs. This comprehensive program includes daily fluency, application, concept development, practice, and exit tickets. Eureka was built around the core principle that students need to know more than just what works when solving a problem—they need to understand why it works. The curriculum goes beyond facts and formulas, teaching students to think about math conceptually. This helps students become not merely literate, but fluent in mathematics.

SCHOOL ACCOUNTABILITY REPORT CARD

Science: Our elementary science curriculum promotes a hands-on approach to studying earth, life, physical, and investigative and experimental sciences. The kindergarten through fifth grade curriculum is based on materials from FOSS (*Full Option Science Systems*) and STC (*Science and Technology for Children*). The California Common Core Standards in science are embedded in the six-to eight-week investigations that students conduct in such areas as weather, the human body, food and nutrition, sound, balance and motion, and living organisms. This engaging approach to understanding concepts that will be addressed in depth in middle school and high school helps students build their knowledge and experiences while learning about the world.

Social Studies: The current elementary social studies program is Pearson Scott Foresman 2006. This comprehensive program employs a content-rich, relevant narrative to provide an integrated approach to skills development and reading support.

Library

Our elementary school library is open five days a week. It has an extensive collection of library books, reference materials, and an online database. All elementary students visit the library once every week, where they receive instruction in using the library, conducting computer searches, and using reference materials. The students all check out a book each week and listen to stories read aloud.

Technology

All our classrooms are connected to the Internet with Wi-Fi. Grades 3-5 have 1:1 computing capability with Chromebooks, 2nd, 1st grades and Kindergarten have 1:1 iPads. Our technology is used for a variety of instructional purposes, including computer programming, writing, reading, and English Language support.

Specialized Services

Special Education Program: Students with mild to moderate learning differences who qualify for an Individualized Education Plan (IEP) receive additional instructional support. Bobier Elementary School is staffed with two full-time and one part-time educational specialist, a full-time speech and language pathologist, and a psychologist. Students enrolled in special education at Bobier meet regularly with an Education Specialist who provides specialized small-group and individual instruction based on the student's Individualized Education Plan (IEP). All students are included in general education classes with their peers during core instruction with the support of a credentialed Education Specialist and/or Specialized Instructional Assistants as part of our inclusion model.

English Learner Program: Many of our students enter Kindergarten not proficient in English. Several of our staff members are bilingual, and parent outreach is supported by our Community Liaison who works to connect both English and Spanish speaking families with our school community.

Students who are English Learners also benefit from both designated and integrated English Language Development (ELD) throughout the day where instruction is directed to their proficiency levels to support the goal of reclassification.

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2019-20)

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

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials. The adoption of the resolution regarding sufficiency of instructional and supplemental instructional materials for fiscal year 2019-20 pursuant to Education Code Sections 60119, 60422(b) and 60451 was done on September 12, 2019.

Core Curriculum Area	Textbooks and Instructional Materials	Year of Adoption	From the Most Recent Adoption (Yes or No)	Percent of Students Lacking Their Own Assigned Copy
Reading/Language Arts	Houghton Mifflin <i>Reading: A Legacy of Literacy-Medallion Upgrade</i>	2010	Yes	0%
Mathematics	Great Minds— <i>Eureka Math</i>	2018	Yes	0%
Science	Delta <i>Full Option Science System</i> (FOSS)	2007	Yes	0%
History-Social Science	Pearson Scott/Foresman <i>History Social Science for California</i>	2006	Yes	0%
English Language Development	Hampton Brown <i>Avenues</i>	2009	Yes	0%

SCHOOL ACCOUNTABILITY REPORT CARD

School Facilities

School Facility Conditions and Planned Improvements

Our school opened in 1961 and has a combination of permanent and portable buildings. Classrooms are cleaned daily, and the grounds and buildings are maintained regularly through a district-wide schedule. Classrooms have adequate desks and lighting. We are working with the community and Safe Routes to School Committee to work on improving traffic and safety.

Cleaning Process and Schedule

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

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

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Regular and corrective maintenance is handled on a priority basis and emergencies are handled immediately.



School Facility Good Repair Status (School Year 2019-20)

To determine the condition of our schools, the district sends experts from the facilities team to inspect them. The facilities team uses a survey, called the Facilities Inspection Tool, issued by the Office of Public School Construction. The latest inspection took place on August 28, 2019, and the information from that survey, as outlined below, reflects the condition of our buildings at the time of inspection. Since that time, circumstances may have changed.

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			One room exhaust needs adjustment as the fan is making noise.
Interior: Interior Surfaces		X		Two rooms wallpaper damaged, Three rooms carpet needs repair. One room wall damaged. One room stained ceiling tiles.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			No repairs needed at the time of inspection.
Electrical: Electrical	X			One room appliance plugged into power strip. One room light out.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Kitchen, nurse's office, and one girl's restroom toilet seats are loose. Two drinking fountains needs adjustment. (All repaired)
Safety: Fire Safety, Hazardous Materials	X			One room and garden shed paint peeling. One room pencil sharpener cover missing. One room items stacked too close to ceiling. One room cleaning wipes under sink.
Structural: Structural Damage, Roofs	X			One room ramp skirting damaged. Two walls damaged. Two rooms ramp rusted. Side of custodian storage shed has dry rot.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Asphalt lifting and cracked near one room and play area. Backstop fabric bent & sticking out of irrigation line. Rain gutter rusted & damaged & shade shelter. One planter damaged at site entrance. K-Storage door will not open to the outside. One door handle lose.
Overall Rating	Exemplary			
			92.66%	

SCHOOL ACCOUNTABILITY REPORT CARD

Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. 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

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19
ELA/Literacy	34%	32%	49%	49%	50%	50%
Mathematics	27%	28%	33%	36%	38%	39%

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.

CAASPP Assessment Results by Student Group

ELA test results 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.

CAASPP Test Results in ELA by Student Groups, Grades 3-5 (2018-19)

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	300	299	99.67%		32.44%
Male	149	149	100.00%		27.52%
Female	151	150	99.34%		37.33%
Black or African American	--	--	--		
American Indian or Alaska Native	--	--	--		
Asian					
Filipino					
Hispanic or Latino	286	286	100.00%		31.47%
Native Hawaiian or Pacific Islander	--	--	--		
White	--	--	--		
Two or More Races	--	--	--		
Socioeconomically Disadvantaged	294	294	100.00%		31.97%
English Learners	229	228	99.56%		28.95%
Students with Disabilities	39	39	100.00%		5.13%
Students Receiving Migrant Education Services	71	71	100.00%		19.72%
Foster Youth					
Homeless					

Note: CAASPP assessment 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.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

SCHOOL ACCOUNTABILITY REPORT CARD

CAASPP Test Results in Mathematics by Student Groups, Grades 3-5 (2018-19)

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	300	300	100.00%		28.00%
Male	149	149	100.00%		32.89%
Female	151	151	100.00%		23.18%
Black or African American	--	--	--		
American Indian or Alaska Native	--	--	--		
Asian					
Filipino					
Hispanic or Latino	286	286	100.00%		27.97%
Native Hawaiian or Pacific Islander	--	--	--		
White	--	--	--		
Two or More Races	--	--	--		
Socioeconomically Disadvantaged	294	294	100.00%		27.89%
English Learners	229	229	100.00%		25.76%
Students with Disabilities	39	39	100.00%		7.69%
Students Receiving Migrant Education Services	71	71	100.00%		19.72%
Foster Youth					
Homeless					

Note: CAASPP assessment 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.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

California Standards Tests in Science for All Students Grades Five, Eight, and High School

Subject	School		District		State	
	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (2018-19)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the [CDE PFT web page](#).

Grade Level	Percent of Students Meeting Fitness Standards (on all six fitness standards)		
	Four of Six	Five of Six	Six of Six
5	21.4%	26.2%	31.1%



SCHOOL ACCOUNTABILITY REPORT CARD

Engagement:

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement

Contact: School Office

Phone Number: (760) 724-8501

Bobier Elementary encourages and involves parents as much as possible! Our school's annual plan and budget are approved by our School Site Council (SSC), which includes parents and school staff. We have active participation in both PTA and the English Language Advisory Committee (ELAC), a committee that works to provide input to administration to best support our English Language Learners. Our Community Liaison works closely with parents to provide information on many parent capacity-building classes and activities, including Family Technology Workshops and ESL (English as a Second Language) classes, which are taught on campus

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

Discipline

At Bobier Elementary, we approach discipline from a counseling perspective. Rates of suspension have been reduced by using a strengths-based approach and other disciplinary interventions and supports including: Conflict Resolution and Restorative Justice Circles, student contracts such as anti-bullying agreements, parent meetings, referrals to EPSDT (Palomar Family Counseling), and Vista Unified's Positive Behavior Support Team. Discipline assemblies are held during the year by the administration so that all students are aware of the expectations at school.

Positive Behavior Supports and Incentives

Morning circles and restorative circles are part of the schoolwide culture at Bobier as we place importance on student connectedness and social-emotional wellbeing. We positively reinforce or School Rules of "Be Safe, Be Kind, Be Responsible" by giving students the opportunity to earn "Bronco Bucks" which they may then redeem for a variety of rewards. Student efforts in Academics, Citizenship, and Effort are recognized in monthly grade level ACE Award ceremonies. Parents, students, and administration attend to recognize and celebrate student success and achievements.

Suspensions and Expulsions

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

	School		
	2016-17	2017-18	2018-19
Suspensions	2.0%	1.6%	0.4%
Expulsions	0.0%	0.0%	0.0%
	District		
	2016-17	2017-18	2018-19
Suspensions	3.1%	3.7%	4.0%
Expulsions	0.0%	0.1%	0.1%
	State		
	2016-17	2017-18	2018-19
Suspensions	3.7%	3.5%	3.5%
Expulsions	0.1%	0.1%	0.1%

School Safety

SB187 Safety Plan

Date the plan was last updated: 5/9/2019

Date the plan was last reviewed with staff: 9/23/2019

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

Our school and grounds are very safe, and are monitored by the Principal, Assistant Principal, Community Liaison, Teachers, and Plant Lead before school, after school, and during breaks. We routinely go over safety rules with students by practicing fire, earthquake, and other disaster drills on a regular basis as required by law.



SCHOOL ACCOUNTABILITY REPORT CARD

Other SARC Information

Average Class Size and Class Size Distribution (Elementary)

The average class size is calculated by dividing the number of students enrolled in classes, excluding special education and a few other minor categories, divided by the number of classes. The following table provides three years of data.

Grade Level	2016-17			2017-18			2017-18		
	Avg. Class Size	Number of Classes*		Avg. Class Size	Number of Classes*		Avg. Class Size	Number of Classes*	
		1-20	21-32		33+	1-20		21-32	33+
Kindergarten	25.0	5		24.0	6		24.0	6	
Grade 1	23.0	5		22.0	4		26.0	4	
Grade 2	23.0	1	3	22.0	5		24.0	5	
Grade 3	23.0	1	3	24.0	4		22.0	5	
Grade 4	33.0	1 2		31.0	3		31.0	2	
Grade 5	34.0	4		32.0	4		34.0	1	3

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff

The following table provides the number of full-time equivalent qualified support personnel who provide counseling and other pupil support services in our school. These specialists often work part-time at our school and some may work at more than one school.

Title	Number of FTEs* Assigned to the School
Psychologist	1.0
Speech/Language/Hearing Specialist	1.6
Nurse	0.3
Library Media Paraprofessional	1.0
Counselor (Social/Behavioral or Career Development)	1.0
Social Worker	0.25
Hourly Prep Teacher	1.5

* 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.

School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Expenditures Per Pupil				Average Teacher Salary
Level	Total	Restricted	Unrestricted	
School	\$8,214	\$1,687	\$6,527	\$76,386
District			\$6,628	\$79,534
State			\$7,506	\$82,403
Percent Difference: School/District			(2%)	(4%)
Percent Difference: School/State			(13%)	(7%)

- **Restricted** source means money whose use is restricted by legal requirement or by the donor.

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

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

Teacher & Administrative Salaries (Fiscal Year 2017-18)

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

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$42,211	\$48,612
Mid-Range Teacher Salary	\$76,825	\$74,676
Highest Teacher Salary	\$101,308	\$99,791
Average Principal Salary (Elementary)	\$128,442	\$125,830
Average Principal Salary (Middle)	\$126,582	\$131,167
Average Principal Salary (High)	\$157,035	\$144,822
Superintendent Salary	\$281,000	\$275,796
Percent of District Budget		
Teacher Salaries	35%	34%
Administrative Salaries	4%	5%

SCHOOL ACCOUNTABILITY REPORT CARD

Other Funding (Fiscal Year 2018-19)

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

Program	Amount
Next Generation Science Standards (NGSS)	\$1,000
Lottery Instructional Materials	\$26,165
ASES After School Program	\$216,229
Title I	131,315
Total	\$374,79

Professional Development

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

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

The Vista Unified School District identifies annual professional development goals and creates a professional development plan focused on a comprehensive analysis of multiple sources of student data and feedback from teachers. The focus for all professional development for 2019-2020 will be to build a deeper understanding of and expand the use of effective instructional strategies to support our district's literacy, language, and numeracy goals. Our professional development includes:

- Common Core State Standards support including the California Assessment of Student Performance and Progress (CAASPP) for English and math, ELPAC for English Language Development, and CAST for science.
- Technology support for instructional hardware and software (programs include Math 180, Read 180, iReady for English Language Arts and math). Individual school sites are also providing their staff with personalized PD to support site-based applications.
- Research and results are being analyzed by outside entities, such as the University of California, San Diego (UCSD), to support early literacy and personalized learning paths.
- Next Generation Science Standards (NGSS). As part of the Early Implementation grant, VUSD is executing a multi-layered professional development model. Core teacher leaders are participating in learning events and lesson studies. K-8 NGSS Site Teacher Leaders are being provided with two (two hours) sessions in fall and spring to learn how to lead NGSS implementation at their sites. Science teachers in 6-8 are participating in multiple professional development sessions throughout the year to ensure quality instruction of NGSS. High school teacher leaders are participating in a year-long NGSS Community of Practice on how to implement NGSS best-practices. K-12 principals will participate in two NGSS walkthroughs at their site to learn how to look for evidence of NGSS pedagogical shifts.
- A learning center model of inclusion for students with special needs has been implemented at several sites with co-teaching support. Professional development is provided throughout the year. All secondary sites are integrating AVID WICOR strategies (Writing, Inquiry, Collaboration, Organization, and Reading) into Special Education Study Skills classes, and are providing the aligned professional development.
- TK-5 mathematics has completed an adoption cycle where the staff selected the Eureka Mathematics resource. Teachers received their materials and the first session of professional development in the Spring of the 2018-2019 school year. This school year started with another half day of training for all TK-5 teachers and will be followed up in January with another full day of training. In between training, the Eureka math implementation team meets to continue to refine and adjust the curriculum.
- Secondary math professional development for grades 6-12 is with College Preparatory Math. Teachers participate in PD to support the structure and resources of the CCSS aligned CPM textbook, including assessments.
- High school math departments have been given two release sections for teachers, to be used for coaching. Coaches meet with teachers to support curriculum development, co-teach classes, support innovative approaches, and assist with data collection and analysis.
- Elementary English Language Development (ELD) training is offered and focused on building capacity on the ELA/ELD Framework/standards, and understanding the ELPAC assessment and its implications for classroom instruction. Support for teachers includes providing Integrated and Designated ELD instruction.
- Elementary English Language Development for 3rd-5th grade teachers working with Newcomers students who have less than two years in-country or have interrupted education: Support and resources are provided to teachers in understanding the needs of Newcomers in foundational skills as they develop English Language Proficiency.

SCHOOL ACCOUNTABILITY REPORT CARD

- Secondary English Language Development (ELD): Training is provided to teachers in grades 6- 12 utilizing the ELA/ELD Framework/standards, Write Institute Training, and instructional routines, which allow for academic classroom discourse. Specific support for secondary math teachers is also provided.
- Elementary sites (15) have a Collaboration Professional Development Wheel for the 2019-2020 school year. Each week, personal learning teachers, resource teachers, music teachers, as well as hourly prep teachers offer classes in topics such as coding, character education, music, art, STEM, and intervention to students in grades K-5. Classroom teachers are released to spend time with their site leader receiving professional development and examining data, as stated in their Single Plans for Student Achievement. A professional development menu of options was provided by the Curriculum and Instruction Department to the elementary principals to support their site "wheel" PD plan.
- Professional development addressing social-emotional topics is also provided and includes Habits of Mind, Restorative Practices, LGBTQ Awareness, and Equity training.

A more detailed professional development calendar and description are available through the VUSD Educational Excellence Department.

About the SARC

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

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

DataQuest

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

