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Grades K-5

Beaumont Elementary School

School Accountability Report Card

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

Sochie Schmitz, Principal

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About This School

Vision

Our vision is to grow students who are self-aware and actively engaged in their learning.

Mission

Beaumont Elementary engages ALL students & families with strengths-based instruction addressing the needs of the whole child. We will use multiple measures of data over time to make social-emotional, behavioral, and academic decisions to ensure all learners P-5 meet the Vista USD Graduate Profile.

Mindset

The focus of our instruction includes the following:

- Behavior and Social-emotional support using a restorative justice practices approach resulting in making connections with students & setting clear expectations with the 8 Keys of Excellence
- School-wide personalized learning with rigorous, meaningful & relevant Project-Based Learning Units based on NGSS & California State Standards
- Positive school-wide culture using the Habits of Mind and the 8 Keys of Excellence resulting in students who are problem solvers as creative and critical thinkers.

Principal's Message

Students at Beaumont Elementary deserve an education that affords every opportunity for him or her to reach their full potential as empathetic, knowledgeable, and successful adults. To reinforce this opportunity, teachers, staff, and families have committed to a partnership, working together to support learning. Our comprehensive academic program includes one-to-one literacy instruction, a rich writing environment, exploration in science, real-life application of mathematics, experiences in art, engineering, character education, music, and physical education.

Major Achievements

- Beaumont was awarded the Sage Garden Project Grant this school year. This grant capitalizes on hands-on activities supported by nutritional science and cooking skills. The Sage Garden Project is laying the groundwork for the success of improved school (home) lunches and a lifetime of optimal health. This is the first time Beaumont has a program to support our school gardening.
- Beaumont was awarded the Save the Music Grant. This grant provides a full-time credentialed music teacher to provide music instruction to our TK-5 grade students. The grant includes instruments provided by Sound United. This is the first time a music program has been implemented at our site.
- All English Learners receive English Language Development (ELD) instruction five days a week for 45 minutes at their instructional level. English Language Proficiency Assessment (ELPAC) data is analyzed and used to provide instruction to move students along the continuum of ELD. Proficiency in English and reclassification is the goal for every student. Professional development for teachers supports this goal.
- Our annual parent survey indicates a high percentage of our families' rate their overall satisfaction with the school as excellent. We believe monthly Parent Awareness Nights based on the survey input contributes to the positive feedback and involvement.
- Our staff sets high expectations and goals by monitoring and using current data to drive instruction.

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- Our Family Reading Program is a unique literacy and parent involvement program, offered in English and Spanish. The focus is on sharing reading strategies with parents and fostering the love of reading. This program promotes community involvement and literacy enrichment for Beaumont's students.
- One-to-one technology tools support English language arts, mathematics, and science within the classroom. Students utilize technology to remediate learning and to challenge them to further their achievement.
- Grade level teams created common schedules to ensure students receive the appropriate amount of time to learn in the areas of ELA, Math, and ELD. These common schedules give us the flexibility to group students to meet their academic and language needs across each grade level.

Focus for Improvement

- Beaumont has continued taking on the challenge of becoming a Personalized Learning Challenge School as we begin Phase 3 work. We are continuing to explore the meaning of Personalized Learning through research-based readings and meaningful professional development. Most importantly, our team is exploring the mind shift in pedagogy necessary to provide a pathway of learning for our students' diverse learning academic and social-emotional needs.
- Project-Based Learning, our learning engine, has been a primary focus during grade-level collaboration. We strive to create units of instruction that integrate subject matter and provide relevant learning experiences.
- Beaumont is participating in the California SUMS Initiative aiming to develop, align, and improve systems of Academic, Social-Emotional, and Behavioral Supports. Driven by regular staff collaboration and data-driven decision-making, Multi-tiered Systems of Support (MTSS) has the potential to help our school increase attendance, prevent dropouts, lower disciplinary rates, improve school climates, and boost academic performance for all students.
- Our instructional focus on increasing student engagement and agency in literacy provides professional development for educators, centers on 1-1 student conferences, and monitors student progress.
- Teachers collaborate to form clear learning objectives for students using current data and the California Next Generation Science Standards and California Common Core State Standards in ELA and Math. Learning objectives are made clear to students regularly and communicated with their families in student-led conferences.
- California Next Generation Science Standards drive our science instruction, and a designated site teacher leader supports NGSS implementation. Professional development and coaching support are provided regularly. Enrichment opportunities further engage Beaumont students, offering opportunities for learning through robotics and engineering.
- The Principal supports instruction by visiting classrooms daily. Feedback and collaboration with teachers ensure the best instructional practices are utilized regularly. To do this,

we aim to look at classroom teaching and learning through the lens of the Five Dimensions of Teaching and Learning (purpose, student engagement, curriculum and pedagogy, assessment for student learning, and classroom environment and culture).

- Tutorials focused on a one-to-one, and small group instruction is in place to assist students in the areas of Language Arts and Mathematics. Learning targets are clearly communicated to students and families and measured to monitor progress.
- Teachers meet in Professional Learning Communities to focus on research-based best instructional practices to help all students learn and achieve. This weekly collaboration focuses on examining student formative and summative assessment data to monitor student progress toward meeting and/or exceeding Common Core State Standards.
- Beaumont is implementing the expertise and support of an Impact Teacher this school year to ensure increased literacy performance throughout K-2. Students at the primary grades need to demonstrate expected grade-level performance in CCSS Reading Foundational and Reading Standards. The District deployed Impact Teacher will target early literacy and foundational skills using a push-in model with small groups.
- Beaumont teaches to the whole child by providing instruction in music, character education, engineering/robotics, and art bi-weekly to students in TK-5th grade.

Student Enrollment by Subgroup (2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.7%
American Indian or Alaska Native	0.2%
Asian	0.4%
Filipino	0.4%
Hispanic or Latino	86.1%
Native Hawaiian or Pacific Islander	0.7%
White	9.3%
Two or More Races	2.1%
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	89.8%
English Learners	42.0%
Students with Disabilities	18.2%
Foster Youth	0.4%
Homeless	9.6%

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

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Student Enrollment by Grade Level (2018-19)

Grade Level	Enrollment
Kindergarten	114
Grade 1	90
Grade 2	102
Grade 3	89
Grade 4	74
Grade 5	91
Total Enrollment	560

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

Conditions of Learning

State Priority: Basic

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

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

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	26	27	25	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	1

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).

Library

Our experienced and enthusiastic elementary school library/media technician is on-site five days a week. Our library has an extensive and recently updated collection of library books, reference materials, and an online database. All elementary students visit the library at least once every week, where they receive instruction in using the library, conducting computer searches, and using reference materials. Students are also supported in learning their literacy needs and how to progress in reading levels. Students check out books each week and engage in stories read aloud to them experiencing literacy in action. The library and adjacent reading room have flexible hours for student and family access. We consider our library a learning hub and our library technician an invaluable resource that provides motivation and encouragement in reading.

Technology

We have 560 devices available for student use, which means there is one device for every student. There are 38 classrooms connected to the Internet, and our school has wireless connectivity.

Specialized Services

Special Education Program: Students diagnosed with moderate to severe learning differences are provided with individual educational plans and support. Students enrolled in special education at Beaumont meet regularly with an education specialist teacher who provides specialized small-group and individual instruction based on the student's Individualized Education Program (IEP).

English Learner Program: Beaumont currently has 185 students not yet fluent in English who receive support in language learning. Beaumont teachers use the California English Language Development Standards in conjunction with the California Common Core Standards and Proficiency Level Descriptors to see that the students receive personalized learning support during designated and integrated ELD instruction. Beaumont has BCLAD/CLAD certified teachers to instruct English learners

Character Education

Beaumont is in its third year of school-wide implementation of Restorative Practices. We are the first elementary school in Vista to participate in school-wide implementation and training in Restorative Practices. Restorative Practices nurtures an environment that fosters Personalized Learning with students at the center. The implementation of school-wide Restorative Practices positively influences behavior, encourages repairing harm, and helps restore relationships. It is known that students can better learn in an environment where they have positive relationships with their teachers and peers and where they can learn from their mistakes.

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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	<i>Great Minds—Eureka Math</i>	2018	Yes	0%
Science	Delta <i>Full Option Science System (FOSS)</i>	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%

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.

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.

Sage Garden Grant Pictures from Fall 2019



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School Facilities

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 September 3, 2019, and the information from that survey, as outlined below, reflects the condition of our buildings as of the date of the report; 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			No repairs needed at the time of inspection.
Interior: Interior Surfaces	X			One room drywall exposed. Two rooms stained ceiling tiles. One room torn wallpaper.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			No repairs needed at the time of inspection.
Electrical: Electrical	X			No repairs needed at the time of inspection.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			One restroom urinal inoperable. One restroom faucet inoperable.
Safety: Fire Safety. Hazardous Materials	X			One room paper cutter not secured. MPR fire extinguisher missing on stage. One ramp missing ground wire. One room aquarium products are not contained. One room chemicals are not contained. One room fire extinguisher blocked.
Structural: Structural Damage. Roofs	X			One ramp warped.
External: Playground/School Grounds. Windows/ Doors/Gates/Fences	X			No repairs needed at the time of inspection.

Overall Rating	Exemplary	Good	Fair	Poor
		96.61%		

School Facility Conditions and Planned Improvements

Beaumont Elementary School opened in 1960. Our school has a combination of permanent and portable buildings. Classrooms are cleaned daily, and the grounds and buildings are regularly maintained through a district-wide schedule. Classrooms have adequate desks, tables, chairs, and lighting.

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.



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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	36%	36%	49%	49%	50%	50%
Mathematics	24%	29%	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.

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	246	240	97.56%		36.25%
Male	121	116	95.87%		35.34%
Female	125	124	99.20%		37.10%
Black or African American	--	--	--		
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic or Latino	213	208	97.65%		34.13%
Native Hawaiian or Pacific Islander	--	--	--		
White	23	23	100.00%		43.48%
Two or More Races	--	--	--		
Socioeconomically Disadvantaged	223	217	97.31%		34.10%
English Learners	121	119	98.35%		27.73%
Students with Disabilities	49	48	97.96%		14.58%
Students Receiving Migrant Education Services	13	13	100.00%		15.38%
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.

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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	246	241	97.97%		28.63%
Male	121	117	96.69%		32.48%
Female	125	124	99.20%		25.00%
Black or African American	--	--	--		
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic or Latino	213	208	97.65%		27.40%
Native Hawaiian or Pacific Islander	--	--	--		
White	23	23	100.00%		30.43%
Two or More Races	--	--	--		
Socioeconomically Disadvantaged	223	218	97.76%		27.06%
English Learners	121	120	99.17%		25.00%
Students with Disabilities	49	47	95.92%		12.77%
Students Receiving Migrant Education Services	13	13	100.00%		15.38%
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.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

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	17.4%	14.1%	6.5%

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 Parent Involvement (2019-20)

Contact Person: Patricia Vega

Phone Number: (760) 726-4040

Beaumont supports parent involvement! We applaud our parents, who have taken advantage of our parent education opportunities and workshops focused on Conversational English and Technology. Most importantly, parents are helping us reach our literacy goal by reading with their children at home and by participating in our classrooms. Our school encourages parents as role models by participating in our Watch D.O.G.S. (Dads of Great Students) program.

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Elected parents are also active in making educational recommendations and decisions on our English Language Advisory Committee (ELAC) and School Site Council (SSC). Beaumont's PTA is active and growing. Meetings occur on the third Tuesday of each month at 6:00 pm. We provide free childcare. Also, parents are invited to attend our monthly Community Café, which meets every second Thursday to engage in conversations regarding learning and current events at our site.

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays 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		
	2015-16	2017-18	2018-19
Suspensions	1.2%	1.2%	2.3%
Expulsions	0.0%	0.0%	0.0%
	District		
	2015-16	2017-18	2018-19
Suspensions	3.1%	3.7%	4.0%
Expulsions	0.0%	0.1%	0.1%
	State		
	2015-16	2017-18	2018-19
Suspensions	3.6%	3.5%	3.5%
Expulsions	0.1%	0.1%	0.1%

School Safety

SB187 Safety Plan

Date the plan was last updated: May 2019

Date the plan was last reviewed with staff: May 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) lock down procedures. A copy of the plan is available for inspection by the public at each school.

Our school and grounds are very safe. Staff members monitor the campus before school, after school, and during breaks. Our Restorative Practices policies curtail fighting and bullying. We routinely go over safety rules with students, and we practice fire, earthquake, and other disaster drills regularly.

School Safeties Picture from the 1st Day of School 2019



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				2018-19			
	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+		1-20	21-32	33+
Kindergarten	24.0		5		20.0	1	5		20.0	1	5	
Grade 1	21.0	2	1		18.0	1	3		22.0		4	
Grade 2	24.0		3		24.0		3		25.0		4	
Grade 3	24.0		4		22.0		4		21.0	1	3	
Grade 4	32.0		2		33.0		1	1	33.0		1	1
Grade 5	26.0	1	2	1	27.0	1	3		26.0	1	2	1

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

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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
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Services (paraprofessional)	1.0
Nurse	0.3
Psychologist	1.0
Speech/Language/Hearing Specialist	1.6
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	\$8,381	\$2,692	\$5,689	\$75,053
District			\$6,628	\$79,534
State			\$7,507	\$82,403
Percent Difference: School/District			(14%)	(6%)
Percent Difference: School/State			(24%)	(9%)

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

Other Funding (Fiscal Year 2018-19)

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

Program	Amount
Next Generation Science Standards (NGSS)	\$1,000
Lottery Instructional Materials	54,611
ASES After School Program	112,551
Title I	95,888
Total	\$264,050

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%

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.

SCHOOL ACCOUNTABILITY REPORT CARD

- 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.
- 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.

Save the Music Grant: Music in Action picture, Fall 2019



SCHOOL ACCOUNTABILITY REPORT CARD

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.

Parent Involvement Pictures from Fall Literacy Awareness Night 2019

