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CDS Code
37684526108708

Grades K-5

Empresa Elementary School

School Accountability Report Card

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

Dr. Cheree McKean, Principal
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**Vista Unified
School District**
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Contents

About This School

Our Vision
Our vision at Empresa Elementary is to promote a caring and creative environment fostering a deeper love of learning for a diverse ever-changing world.

Our Mission
Empresa's mission is to inspire lifelong learning for all students with an emphasis on the arts.

Our Values—The Empresa CODE
- **C**reativity
- **O**wnership
- **D**edication
- **E**mpathy

Our Motto
"Where students perform!"

Principal's Message
Welcome back, Empresa Knights to the 2019-20 school year! It is with delight that I begin my eighth year as your principal; I am honored that you have chosen to be at our fantastic school. I look forward to our year of learning as we embrace each student's interests, values, and talents.

Our students are our priority, and we always put their needs first. Being student-centered is a concept deeply embedded in our school culture and educational philosophy. At Empresa, our mission is to inspire a love of learning for every student with an emphasis on integrating the performing arts. Our teachers and support staff are here to serve.

Our school hours for the 2019-20 school year: are as follows:
Grades TK - 5th   8:00 a.m. - 12:51 p.m. MONDAY AND MINIMUM DAYS
Grades TK - 5th   8:00 a.m. - 2:18 p.m. TUESDAY - FRIDAY

I ask for your support by sending your child to school every day, encouraging him/her to read for pleasure each night, and by asking your child to share what they learned at school each day. Parent participation is a key component in helping students succeed in school. Please consider joining our Parent-Teacher Association (PTA) or Empresa Performing Arts Foundation (EPAF) and discover ways you can contribute. Together we can create a place where students can learn and grow.

Thank you for joining me as we embark on another year of inspiring the unique talents of every student within Empresa's tradition of excellence. Empresa ROCKS!

Your partner in education,
Cheree McKean, Ed.D.
Proud Principal of Empresa Elementary School

Major Achievements
- Empresa was recognized as a California Distinguished School
- Our students consistently demonstrate strong academic achievement on state-mandated tests. Our most current CAASPP scores showed an increase in proficiency in ELA and Mathematics. For the 2018-19 school year, 68.2% of students exceeded or met ELA standard, and 65.2% of students exceeded or met Math standards as determined by CAASPP results.
- Empresa is continuing the journey of Personalized Learning for all students.
- Intensive staff training in research-based teaching practices in the visual and performing arts has helped us deliver an integrated arts program that meets the California Content Standards.

SCHOOL ACCOUNTABILITY REPORT CARD

- We are a Common-Sense Media Certified school. Students participated in digital literacy lessons, teaching them how to be safe on the internet as well as how to best use technology.
- Staff uses restorative practices, including community circles and morning meetings, to increase positive behavior management.
- Multiple Systems of Student Support focus on social-emotional development as well as academics. Whole class instruction includes Second Step empathy lessons/bully prevention for all students as well as social groups and one-on-one support as needed. Academic intervention includes reading intervention to select students.
- Our staff is known throughout the district for its professionalism and commitment to excellence.

Focus for Improvement
- Continue focus of a balanced math program with concept building, procedural mastery, and problem-solving.
- Focus on 21st Century Learning Skills and the 4 C's: Creativity, critical thinking, communication, and collaboration.
- Increase use of technology.
- Continue Professional Development for teachers designed to support Common Core practices in the classroom.
- Enrichment opportunities in STREAM, including engineering and reader's theater.

Student Enrollment by Subgroup (2018-19)

Student Group	Percent of Total Enrollment
Black or African American	3.8%
American Indian or Alaska Native	0%
Asian	2.6%
Filipino	2.7%
Hispanic or Latino	37.1%
Native Hawaiian or Pacific Islander	1.1%
White	43.8%
Two or More Races	8.7%
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	31.6%
English Learners	7.9%
Students with Disabilities	8.7%
Foster Youth	0%
Homeless	4.0%

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

Student Enrollment by Grade Level (2018-19)

Grade Level	Enrollment
Kindergarten	157
Grade 1	141
Grade 2	147
Grade 3	142
Grade 4	130
Grade 5	131
Total Enrollment	848

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	36	36	36	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).

SCHOOL ACCOUNTABILITY REPORT CARD

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.

Math: 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.

Library

Our elementary school library/media technician is on-site five days a week. She 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. Students can check out a book each week and listen to stories read aloud. The library is also open to students before school and during lunch.

Technology

To enhance student learning, transitional kindergarten, kindergarten, and first-grade classes have access to iPads, and second, through fifth-grade classes have Chromebooks. All computers are connected to the internet. This year Transitional Kindergarten through the first-grade classes will be 1:1 iPad for each student. Grades two through five are 1:1 Chromebooks. Teachers have new laptops with docking stations for their classrooms. Also, each classroom is supplied with a digital Document Camera (ELMO) and an LCD projector. Teachers use many data analysis programs to review student data and monitor student progress. Teachers have also been trained in the following computer-based programs: Accelerated Reader, iReady Reading and Mathematics, Lexia, ESGI, and Google Suite. Parents are invited to access the Parent Portal to view student attendance and health data.

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 *Reading: A Legacy of Literacy-Medallion Upgrade*	2010	Yes	0%
Mathematics	Great Minds—*Eureka Math*	2018	Yes	0%
Science	Delta *Full Option Science System* (FOSS)	2007	Yes	0%
History-Social Science	Pearson Scott/Foresman *History Social Science for California*	2006	Yes	0%
ELD	Hampton Brown *Avenues*	2009	Yes	0%

SCHOOL ACCOUNTABILITY REPORT CARD

Specialized Services

Special Education Program: Students with mild learning differences are sometimes entitled to individual education plans and extra attention. Students enrolled in special education at Empresa meet regularly with an Educational Specialist who provides specialized small group and individual instruction based on the student's Individualized Education Program (IEP). Empresa has two Speech and Language Impairment teachers. A full-time counselor and a psychologist round out our special education team with both servicing general and special education students.

English Learner Program: Empresa Elementary implements the VUSD Strategic Plan for English Learners. Our focus is to accelerate the rate at which our EL students gain fluency in English. At our site, we have the following staff members working directly with English learners:

- Access to a District English Language Development Resource Teacher
- Full-time English only teachers certified to instruct English learners
- One bilingual community liaison
- Bilingual (English/Spanish) instructional assistants
- Two bilingual secretaries to aid in communicating with Spanish-speaking parents

Instruction focuses on reading and verbal skills. English learners receive English Language Development daily. Teachers are appropriately credentialed to teach English learners.

After School Enrichment Programs: Educators and parents may recommend or desire students to participate in after-school enrichment programs. These programs are for Empresa students in grades TK through five who receive enrichment activities after school. Students may enroll in art classes, Scrabble Club, Soccer, Basketball, Drama, Dance, or a variety of other classes designed to develop the whole child. These programs are fee-based depending on materials and availability of teachers. Also, extracurricular music classes are offered before and after school. These classes include choir, band, guitar, ukulele, and percussion.

School Facilities

School Facility Conditions and Planned Improvements

Empresa Elementary School was built in 1990. Our school has a combination of permanent and portable buildings. Classrooms are cleaned daily, and the grounds and buildings are regularly maintained. Classrooms have been updated with personalized seating. Outside learning environments include benches and umbrellas throughout the campus.   The campus is beautifully decorated with colorful murals.

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.

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 14, 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			Two rooms drywall and paint damage on ceiling.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			No repairs needed at the time of inspection.
Electrical: Electrical			X	One room light diffuser broken. Several rooms appliance plugged into electrical strips. Four rooms light inoperative. One room loose light switch. One room has an electrical trip hazard. (Replaced light bulbs, replace broken diffusers, removed plug strips, replaced broken switch, removed trip hazard).
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Two rooms sinks loose. Three drinking fountains inoperative. Two drinking fountains low water pressure. (Secured sink and faucet, cleared 4 drinking fountain and adjusted pressure)
Safety: Fire Safety, Hazardous Materials	X			One room unsecured chemicals under cabinet.
Structural: Structural Damage, Roofs	X			No repairs needed at the time of inspection.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			No repairs needed at the time of inspection.

Overall Rating	Exemplary	Good	Fair	Poor
		94.98%		

SCHOOL ACCOUNTABILITY REPORT CARD

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.

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	68%	68%	49%	49%	50%	50%
Mathematics	64%	65%	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	400	393	98.25%		68.19%
Male	197	193	97.97%		64.77%
Female	203	200	98.52%		71.50%
Black or African American	--	--	--		
American Indian or Alaska Native					
Asian	16	16	100.00%		81.25%
Filipino	11	11	100.00%		81.82%
Hispanic or Latino	148	144	97.30%		54.17%
Native Hawaiian or Pacific Islander	--	--	--		
White	179	177	98.88%		76.27%
Two or More Races	31	31	100.00%		83.87%
Socioeconomically Disadvantaged	149	144	96.64%		56.25%
English Learners	37	35	94.59%		28.57%
Students with Disabilities	59	55	93.22%		29.09%
Students Receiving Migrant Education Services					
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: 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

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	400	394	98.50%		65.23%
Male	197	194	98.48%		67.53%
Female	203	200	98.52%		63.00%
Black or African American	--	--	--		
American Indian or Alaska Native					
Asian	16	16	100.00%		87.50%
Filipino	11	11	100.00%		81.82%
Hispanic or Latino	148	145	97.97%		51.03%
Native Hawaiian or Pacific Islander	--	--	--		
White	179	177	98.88%		73.45%
Two or More Races	31	31	100.00%		74.19%
Socioeconomically Disadvantaged	149	146	97.99%		49.32%
English Learners	37	37	100.00%		32.43%
Students with Disabilities	59	55	93.22%		32.73%
Students Receiving Migrant Education Services					
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: 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	14.2%	20.9%	45.5%

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

Contacts: Yolanda Valle, PTA President
Elizabeth Bickford, EPAF President

Phone Number: (760) 940-8454

Our PTA, School Site Council (SSC), and the English Language Advisory Council (ELAC) are very active groups of parents and staff, who work diligently to support and guide the school. Our PTA has over 500 members including a completely staffed executive board. PTA members do so much for our school, including purchasing playground equipment and sponsoring events such as the annual Daddy Daughter Dance and a Mother Son Bowling Event. Grade level assemblies and study trips are funded throughout the school year to enhance student learning.

Parents who serve on the SSC approve our school's annual Single Plan for Student Achievement and Comprehensive School Safety Plan. Our School Site Council Committee is comprised of an equal number of parent members and staff members. Our ELAC committee provides input on the most effective ways to support the participation of English

Learners in all school activities. Their valuable input is provided to the principal and other school leaders as ways to best serve the needs of our language learners.

Empresa has a Performing Arts Foundation, which is also composed of many dedicated parents who raise money to fund our music program. Our Annual Music Festival and Auction is held each spring. This unique event brings families to celebrate the musical talents of our student body. Special performances by The Round Table Chorale, The Royal Court Singers, The Knights of Rhythm, The Keiki Ukulele Club, Guitar Guard, and The Castle Wind Ensemble Band are the highpoint of the day. All proceeds from the Music Festival and Auction help support our music program so students can continue to enjoy a well-rounded education balanced with the arts. For more information on our award-winning music program, please visit **empresarocks.com**.

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

Empresa Knights are encouraged to model behaviors which exemplify The 8 Keys of Excellence character traits: integrity, failure leads to success, speak with good purpose, this is it, commitment, ownership, flexibility, and balance. At our weekly Friday Flag Assemblies, students are recognized for living these keys. We also believe that it is the responsibility of teachers, parents, office workers, custodial staff, and all support staff to model the behaviors we want to see in our students.

Restorative Practice is utilized as a way for children to play an integral part in creating a positive school climate. Students and teachers create a classroom agreement of respect and agree to hold each other accountable through regular classroom circles. If a student misbehaves in the restorative justice system, the offending student is given a chance to come forward and make things right. This may be facilitated by teachers, the counselor, or administrators. Restoratives practices promote inclusiveness, relationship-building, and problem-solving. There are times when progressive discipline is necessary. Consequences may include loss of recess, time in another classroom, in-school suspension, or home suspension. All students meet with the principal or assistant principal to discuss their choices and ways to improve behavior.

It is most important for students to remain at school. However, there are times we may find it necessary to suspend students who break school rules that are outlined in the California Education Code. We report only suspensions in which students are sent home for a day or longer. We do not report in school suspensions in which students are removed from one or more classes during a single school day. All families receive Empresa Student and Parent Handbook designed to inform students and parents of students' expectations, goals for the coming year, and consequences for behavior.

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	0.5%	1.3%	1.0%
Expulsions	0.0%	0.0%	0.0%
	District		
Suspensions	3.1%	3.7%	4.0%
Expulsions	0.0%	0.1%	0.1%
	State		
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: 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) lockdown procedures. A copy of the plan is available for inspection by the public at each school.

Our staff monitors school grounds 30 minutes before the start of school and immediately after dismissal. We have a crossing guard on duty every morning and afternoon to help children at intersections near our school. We also practice monthly safety drills which include fire, earthquake, disaster, and intruder on campus.

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				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	26.0		6		23.0		7		22.0		7	
Grade 1	21.0	1	5		24.0		6		24.0		6	
Grade 2	26.0		5		23.0		6		25.0		6	
Grade 3	23.0		6		26.0		5		24.0		6	
Grade 4	33.0		1	3	33.0			4	33.0		1	3
Grade 5	30.0		4		34.0			4	33.0		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
Library Media Services (paraprofessional)	1.0
Psychologist	1.0
Social Worker	District
Speech/Language/Hearing Specialist	1.5
Nurse	0.5
Counselor (Social/Behavioral or Career Development)	1.0
Community Liaison	0.5

- 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	$6,897	$1,039	$5,858	81,452
District			$6,628	$79,534
State			$7,507	$82,403
Percent Difference: School/District			(12%)	2%
Percent Difference: School/State			(1%)	1%

- **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 special federal and state programs to supplement the core instructional program provided by the school district

Program	Amount
Next Generation Science Standards (NGSS)	$1,000
Lottery Instructional Materials	22,626
Total	$23,626

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.
- 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.

SCHOOL ACCOUNTABILITY REPORT CARD

- 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.