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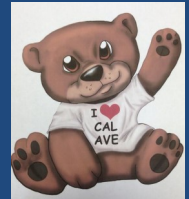
Grades K-5

California Avenue School

School Accountability Report Card

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

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About This School

Mission Statement

The Mission of California Avenue School is to provide a nurturing place where all students are educated in an inclusive and respectful environment, to provide opportunities for all students to become responsibly independent to their greatest extent, and to support each other and the community in the pursuit of lifelong learning.

Principal's Message

Welcome to California Avenue School. Please visit our website as it is our hope that it will serve to introduce you to the school, provide helpful resources, and inform you of upcoming events. It is a privilege to work alongside dedicated parents and teachers as we nurture, teach, and prepare our young students for educational success.

Major Achievements

- Updated preschool technology infused into each classroom
- Facility/Playground renovations
- Implementation of a 'Hatch Interactive Table' in the student computer lab
- Increased on-site staff professional development
- An ongoing focus on meeting the social/emotional needs of students
- Additional program options

Focus for Improvement

- Ongoing focus on staff professional development
- Phase 1 of renovated staff and student restrooms
- Implementation of data collection apps
- Addition of music enrichment program and instruments

School Description

California Avenue School opened its doors in 1975 in downtown Vista. The school currently serves approximately 350 preschool and elementary students. Both general education students and students with special needs are fully integrated into classrooms with a range of support services including ABA, speech-language therapy, adapted physical education, occupational therapy, physical therapy, hard of hearing and vision services. Other programs and services designed to meet the students' individualized needs include a sensory room, autism program, therapy pool, technology lab, and canine companions. The outside playground equipment is specially designed to allow access to students using wheelchairs and other adapted equipment. Parents and families are invited to participate in monthly parent meetings and workshops.



SCHOOL ACCOUNTABILITY REPORT CARD

Student Enrollment by Grade Level (2018-19)

Grade Level	Enrollment
Kindergarten	17
Grade 1	3
Grade 2	1
Grade 3	4
Grade 4	1
Grade 5	2
Total Enrollment	28

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%
American Indian or Alaska Native	0%
Asian	3.6%
Filipino	3.6%
Hispanic or Latino	46.4%
Native Hawaiian or Pacific Islander	0%
White	35.7%
Two or More Races	10.7%
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	39.3%
English Learners	17.9%
Students with Disabilities	100.0%
Foster Youth	0%
Homeless	3.6%

The 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	15	15	12	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.

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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 Reading: <i>A Legacy of Literacy-Medallion Upgrade</i>	2010	Yes	0%
Mathematics	Great Minds— <i>Eureka Math</i>	2018	Yes	0%
Science	Delta Full Option Science System (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%

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.

Specialized Services

Special Education Program: California Avenue School is Vista Unified's preschool for children with special needs. Each of these students has an Individualized Education Plan (IEP) to meet their needs. Each preschool class is fully integrated with general education peers. The school also has one moderate-severe elementary class (Vista Elementary Learning Academy) and an elementary-level classroom (SHINE class) for children requiring significant medical care.

English Learner Program: For students with a primary language other than English, a supplemental preschool curriculum is used to promote English skills, and teachers are trained to use strategies and materials that will support these second language learners.

School Facilities

School Facility Conditions and Planned Improvements

California Avenue School opened July 1, 1975 and is in the Vista Unified School District. Our school has a combination of permanent and portable buildings. Classrooms have adequate desks and lighting.

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.

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.

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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 2, 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		Several rooms carpet damaged. One room wall damaged. One room ceiling tiles damaged. One room trim on cabinet is falling off. (Holes patched, carpeting scheduled for replacement, cabinet trim secure).
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			No repairs needed at the time of inspection.
Electrical: Electrical			X	Several rooms lights inoperable. One room broken light diffusers. One room blocked electrical panel. One room inoperable hand dryer. Two rooms broken light switch. More than one room appliances plugged into electrical strip. (Light bulbs replaced, light switches replaced, power strips removed).
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			One room drinking fountain high water pressure. One room faucet loose. One exterior drinking fountain inoperable.
Safety: Fire Safety, Hazardous Materials		X		More than one room aerosols and chemicals unsecured. (Chemicals removed from classrooms or secured in locking cabinets at office).
Structural: Structural Damage, Roofs	X			No repairs needed at the time of inspection.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			One room door needs adjustment.
Overall Rating	Exemplary			
	Good			
Overall Rating	Fair			
	Poor			
			86.85%	

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: Rachel Schmidt

Phone Number: (760) 630-4870

Parents can become involved in our school in a variety of ways. We encourage families to participate in monthly parent trainings, parent/child connection activities, access the library in our Parent Resource room, family swim days, and our "Parents as Partners" parent support group. Please contact our school office for more information.

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		
	2016-17	2017-18	2019-20
Suspensions	0.0%	0.0%	0.0%
Expulsions	0.0%	0.0%	0.0%
	District		
	2016-17	2017-18	2019-20
Suspensions	3.1%	3.7%	4.0%
Expulsions	0.1%	0.1%	0.1%
	State		
	2016-17	2017-18	2019-20
Suspensions	3.6%	3.5%	3.5%
Expulsions	0.1%	0.1%	0.1%

Discipline

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 students learn school rules and discipline policies. Administrators handle discipline issues with individual students. We teach conflict resolution, including anger management, and reward students for positive behavior.

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School Safety

SB187 Safety Plan

Date the plan was last updated/approved: 4/15/2019

Date the plan was last reviewed with staff: 9/4/2019

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 discipline policies curtail fighting and bullying. We routinely go over safety rules with students, and we practice fire, earthquake, and other disaster drills regularly.



Other SARC Information

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
Education Specialist	12
Adapted Physical Education Specialist	4
Occupational Therapist	1
Psychologist	2
General Education Teacher	1
Nurse	3
Speech-Language Pathologist	5
Instructional Assistant	55
Aquatic Specialist/Lifeguard	1
Physical Therapist	1
Orientation and Mobility Specialist	1
Vision teacher	1
Deaf/Hard of Hearing teacher	1

* 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.

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
		1-20	21-32	33+		1-20	21-32	33+	
Kindergarten	3.0	3			3.0	4			3.0
Grade 1	0.0				0.0				
Grade 2	0.0				0.0				
Grade 3	0.0				1.0	1			
Grade 4	12.0	1			0.0				
Grade 5	0.0				0.0				
Other	6.0	1			11.0	1			6.0

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

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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	\$193,387	\$193,283	\$104	\$78,656
District			\$6,628	\$79,534
State			\$7,507	\$82,403
Percent Difference: School/District			(98%)	(99%)
Percent Difference: School/State			(1%)	(5%)

- **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%

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
Lottery Instructional Materials	\$3,817

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

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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.

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.