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Grades K-5

Monte Vista Elementary 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

School's Promise Statement

We promise to cultivate compassionate global leaders who possess 21st century skills through rigorous learning environments and meaningful experiences which prepare them for college, career, and life.

Principal's Message

I want to welcome you to Monte Vista Elementary School's Annual School Accountability Report Card. Parents and guardians will find valuable information about our academic achievement, professional staff, curricular programs, instructional materials, safety procedures, classroom environment, and condition of facilities.

Monte Vista Elementary School is committed to providing the highest quality educational program possible for our students. We maintain high expectations of our students and promote the values of collaboration, respect, enthusiasm, responsibility, and perseverance. Our teachers dedicate many hours to cognitive planning and collaboration to provide differentiated instruction that meets the rigor of the California Common Core Standards, as well as meets the individual needs of every student. We welcome parental support and value the many volunteers who provide daily help in the classroom. The fund-raising efforts of our Parent Teacher Association (PTA) have enabled us to provide extended learning opportunities for our students through field trips, assemblies, and family learning nights.

The ongoing support of our parents enables us to meet our school goals outlined in our Single Plan for Student Achievement (SPSA). Parents participate in our PTA, our English Learners Advisory Committee (ELAC), and our School Site Council (SSC). We encourage all of our parents to join us by becoming active participants in the life of our school. With continued collaboration and hard work, our students will be challenged to reach their maximum potential.

Major Achievements

- In the 2016-17 school year, Monte Vista was awarded a sizeable grant to implement *The Leader in Me* program. *The Leader in Me* is Franklin Covey's whole school transformation process. It teaches 21st-century leadership and life skills to students and creates a culture of student empowerment based on the idea that every child can be a leader. This year, Monte Vista will be applying for the prestigious Lighthouse School Certification for outstanding leadership practices.
- Monte Vista was accepted into the highly acclaimed *No Excuses University* network of schools. To do this, we have adopted a culture of universal achievement for all students regardless of circumstances, as well as promoting college readiness.
- Monte Vista was awarded the California Distinguished School award in April of 2010, based upon two of our signature practices that enabled our students to make this growth. These signature practices included:
 - A School-wide Response to Intervention
 - Raising Student Achievement through the Art

Focus for Improvement

- Our goal this year is to continue to promote social/emotional education and build student leadership skills.
- Monte Vista is a member of the VUSD Career Superhighway Team this year. We are building pathways and experiences for students to be prepared for college and career.
- Other goals for this year include increasing the number of students scoring in the Meeting or Exceeding levels on standardized and VUSD-created assessments English Language Arts and

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Mathematics. This will entail providing high quality differentiated instruction in the California Common Core State Standards.

- We also have a specific focus on the success of our English Language Learners. All English Learners receive daily English Language Development (ELD). All teachers receive professional development in meeting the needs of this diverse group of students. Also, SIOP strategies are incorporated into all content areas.
- Teachers participate in ongoing professional development in the areas of Common Core State Standards, student engagement, academic language, instructional strategies, strengths-based instruction, and character education.
- Parent participation and community involvement continue to be areas of focus. To this end, Monte Vista now employs a Community Liaison to bridge the gap between home and school. We also offer parent engagement and education opportunities.

Student Enrollment by Grade Level (2018-19)

Grade Level	Enrollment
Kindergarten	97
Grade 1	89
Grade 2	83
Grade 3	84
Grade 4	86
Grade 5	71
Total Enrollment	510

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	1.6%
American Indian or Alaska Native	0.2%
Asian	0.6%
Filipino	0.6%
Hispanic or Latino	57.8%
Native Hawaiian or Pacific Islander	0.4%
White	31.8%
Two or More Races	7.1%
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	62.0%
English Learners	20.4%
Students with Disabilities	13.5%
Foster Youth	0.4%
Homeless	10.8%

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	24	21	22	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.

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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. Our library offers an extensive collection of library books, reference materials, and an online database. All elementary students visit the library weekly, where they receive instruction in using the library, conducting computer research, Digital Citizenship, and using reference materials. The students check out books and participate in literacy-based activities that promote a love of reading. The library is also open to students before school and during lunch.

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

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

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

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

Technology

Classroom technology is available to all Monte Vista students daily. In grades TK - 5th, enjoy 1-to-1 technology access in the classroom with iPads (TK-1st) or Chromebooks (2nd-5th). All classrooms are connected to the Internet. A growing focus of our program is for students to use technology as a tool to create and lead. Students demonstrate learning and mastery by creating multimedia projects, including Adobe Spark, Green Screen, ChatterPix, and the Google Suite. Also, students have access to programs to support reading and math, including iReady Reading and Math, RazKids, and Accelerated Reader. Students use technology to reinforce and enhance basic skills and deepen student understanding. Students use the Internet for research and web-based learning activities. Teachers also incorporate the use of technology in the ongoing assessment of student achievement.

Specialized Services

English Learner Program

Students not yet fluent in English receive daily English Language Development instruction to support language development. Learners receive 45 minutes of ELD daily using the Avenues program, Achieve 3000, and Lucy Calkins writing in first through fifth grades, and 30 minutes of instruction in kindergarten. Teachers are appropriately credentialed to teach English Learners.

Extended Learning Period

After school extended, learning periods are offered for students performing below grade-level expectations in language arts and mathematics in grades 1-5.

Innovation Lab

Each week, students in grades TK-5 attend the Innovation Lab. In the lab, students use the Design Thinking process to develop solutions to real-world problems at the school, community, or

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even global level. The 5-step Design process encourages students to become agents of their learning, defining a problem and prototyping real solutions. Students are challenged to find authentic audiences for their projects beyond the classroom.

No Excuses University

Monte Vista was accepted into the No Excuses University network in August of 2015. As such, we believe every student deserves to be educated in a way that prepares them for college and career life. Being part of this network requires our school to maintain high expectations for all staff and students.

Personalized Learning School

Monte Vista is a member of VUSD's Personal Learning Challenge. This means that we are taking on the challenge to initiate the transformation to a more personal learning system that takes into account the individual strengths, interests, and values of each student.

Preschool

Monte Vista offers a free grant-funded preschool program for students aged 3 to 5 years for families who meet eligibility requirements. Coming Fall 2020, Monte Vista will be offering a full-day preschool program through Educational Enrichment Systems.

Restorative Practices

Restorative Practices/Restorative Justice strategies have been implemented to build classroom and school-wide community and address student discipline concerns.

Running Club

Monte Vista offers a weekly running club run by parent volunteers. A lap scanning device is used to track students' accumulated laps over time. This program provides a healthy wellness opportunity for students to develop their physical fitness after school.

Special Education Program

Monte Vista Elementary School is staffed with 2 Education Specialists, 1 Speech and Language Pathologist, and a Psychologist. Students enrolled in special education at Monte Vista participate in general education classes, as well as pull-out or push-in special education support based upon their needs and Individualized Education Program (IEP). When appropriate, our Education Specialists provide MTSS support for general education students.

Student Leadership Clubs

All students can participate in a student leadership club (such as Student Lighthouse Team, Student Ambassadors, Student Communications Club, ABC Club, etc...). Our clubs are designed to offer students the opportunity for leadership, as well as serving the Monte Vista community.

The Leader in Me

Social-emotional learning is an essential part of our program at Monte Vista. We believe in educating the whole child; in

addition to a rigorous academic program, we are teaching our students the leadership and soft skills that they will need for college and career. We have adopted the Leader in Me, a social-emotional program based on the 7 Habits of Highly Effective people. Every student has a leadership binder, which they use to create a personal profile, set wildly important goals, and track data.

Transitional Kindergarten

Monte Vista hosts one of 14 Transitional Kindergarten classes district-wide for students who turn five years old between September 2 and December 2. Upon completion of the Transitional Kindergarten program, students will enroll in a traditional kindergarten program.

WATCH DOGS (Dads of Great Students)

Monte Vista involves dads, uncles, grandfathers, and other male role models for students through the nationally known Watch Dogs program. This brings volunteers on campus to support learning in the classroom and on the playground while providing positive male role models for students. This program is coordinated by a community volunteer lead.

School Facilities

School Facility Conditions and Planned Improvements

Monte Vista Elementary School was built in 1963. Our school has a combination of permanent and portable buildings. Classrooms are cleaned daily, and the grounds and buildings are maintained regularly through a district-wide schedule. Classrooms have adequate desks and lighting.

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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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 7, 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			More than one room torn carpet. One room broken cabinet door. One room trim missing on wall.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			One room ant infestation.
Electrical: Electrical		X		Office electrical panel and time clocks blocked in closet. More than one room lights inoperable. MPR light diffuser falling out over stage. One room damaged ground fault circuit interrupter. Electrical panel blocked access in staff room. One room hanging phone receptacles. More than one room appliances plugged into power strip. (Cleared electrical panel access, replaced light bulbs, secured diffuser, replace GFCI, removed analog phone receptacle, removed plug strips).
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Two drinking fountains inoperable.
Safety: Fire Safety, Hazardous Materials	X			Office and more than one classroom unsecured chemicals and aerosol. One room items hanging from lights.
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			
				95.19%
Fair				Poor

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	53%	44%	49%	49%	50%	50%
Mathematics	42%	37%	33%	36%	38%	39%

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

CAASPP Assessment Results by Student Group

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

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

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	242	241	99.59%		43.98%
Male	121	120	99.17%		41.67%
Female	121	121	100.00%		46.28%
Black or African American	--	--	--		
American Indian or Alaska Native	--	--	--		
Asian	--	--	--		
Filipino	--	--	--		
Hispanic or Latino	148	147	99.32%		34.01%
Native Hawaiian or Pacific Islander	--	--	--		
White	73	73	100.00%		63.01%
Two or More Races	13	13	100.00%		61.54%
Socioeconomically Disadvantaged	165	164	99.39%		33.54%
English Learners	65	64	98.46%		18.75%
Students with Disabilities	43	43	100.00%		16.28%
Students Receiving Migrant Education Services	--	--	--		
Foster Youth	--	--	--		
Homeless					

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

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	242	241	99.59%		36.51%
Male	121	120	99.17%		40.00%
Female	121	121	100.00%		33.06%
Black or African American	--	--	--		
American Indian or Alaska Native	--	--	--		
Asian	--	--	--		
Filipino	--	--	--		
Hispanic or Latino	148	147	99.32%		23.13%
Native Hawaiian or Pacific Islander	--	--	--		
White	73	73	100.00%		64.38%
Two or More Races	13	13	100.00%		46.15%
Socioeconomically Disadvantaged	165	164	99.39%		24.39%
English Learners	65	64	98.46%		12.50%
Students with Disabilities	43	43	100.00%		20.93%
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: 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.

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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	23.9%	29.6%	14.1%

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

Contact: **Kerry Perez, Principal**

Phone number: (760) 726-0410

- Monte Vista's School Site Council (SSC) includes staff members, parents, and community members who oversee our Single Plan for Student Achievement.
- Our English Language Acquisition Committee (ELAC) provides guidance and assistance with programs designed to support English learners.
- Our PTA supports all students through fundraising to provide instructional supplies, technology, assemblies, and field trips. They hold a variety of events designed to involve parents and students, including School Campout, Fall Festival, and family dances.
- Classroom volunteerism is promoted and appreciated. This is a great way to participate in our educational program.
- The Monte Vista Parent Involvement Policy was approved by the School Site Council on May 22, 2019.

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	2018-19
Suspensions	1.9%	1.6%	0.9%
Expulsions	0.0%	0.0%	0.0%
	District		
	2016-17	2017-18	2018-19
Suspensions	3.1%	3.7%	4.0%
Expulsions	0.0%	0.1%	0.1%
	State		
	2016-17	2017-18	2018-19
Suspensions	3.6%	3.5%	3.5%
Expulsions	0.1%	0.1%	0.1%

Discipline

Monte Vista uses a Student Code of Conduct and Staff Code of Conduct to shape and reinforce expectations. Staff members have created a school-wide behavior management system that supports all students in achieving academic excellence and in developing 21st-century character skills. All students participate in ongoing lessons regarding school rules and expectations. Teachers are primarily responsible for discipline issues with students. When a student has exhausted the classroom management system in place with his or her teacher or if the student endangers himself or others, the student is referred to the principal, assistant principal or counselor for additional support. Discipline consequences range from student reflection and restitution, conference with students, parents and the principal or assistant principal, to the use of in-school and out of school suspension as warranted. Our goal is to educate students on appropriate behavior and conduct rather than to punish them for misbehavior. Site-wide programs include conflict resolution strategies, including anger management, Restorative Practices, modeling of appropriate behavior and student incentives for positive behavior.

At times we 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.



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School Safety

SB187 Safety Plan

Date the plan was last updated: 5/10/2019

Date the plan was last reviewed with staff: 8/13/19

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 campus and facilities are a safe and welcoming place for students and families. Staff members monitor the campus before school, after school, and during breaks. Our discipline policies curtail fighting and bullying. We routinely review safety rules and expectations 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
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Services Staff (paraprofessional)	1.0
Psychologist	0.5
Nurse	1.0
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	2.0
Family Liaison	1.0
Impact Teacher (Intervention)	1.0
Innovation Lab Teacher	1.0

* 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	Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
Kindergarten	24.0	5			23.0	1	4		24.0	4		
Grade 1	24.0	4			24.0		3		22.0	4		
Grade 2	21.0	4			23.0		4		24.0	3		
Grade 3	22.0	1	3		23.0		4		24.0	4		
Grade 4	33.0		1	1	0.0				0.0			
Grade 5	34.0			3	31.0		5		31.0	5		

*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	\$8,507	\$1,541	\$6,966	\$86,222
District			\$6,628	\$79,534
State			\$7,507	\$82,403
Percent Difference: School/District			5%	8%
Percent Difference: School/State			(7%)	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 (ES)	\$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 federal and state special programs to supplement the core instructional program provided by the school district.

Program	Amount
Next Generation Science Standards (NGSS)	\$1,000
Lottery Instructional Materials	\$31,876
Title I	75,734
Total	\$108,610

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

SCHOOL ACCOUNTABILITY REPORT CARD

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.

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.