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Grades K-5

Mission Meadows Elementary School

School Accountability Report Card

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

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School District**
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About This School

School's Mission Statement

The purpose of Mission Meadows Elementary School is to educate all students to become responsible citizens who make positive, intelligent, and productive contributions to their classroom, school, and community. We are also aligned with the Vista Unified School District's vision, mission, and values of:

Vision: Our vision is to be the model of educational excellence and innovation.

Mission: Our educational purpose is to inspire every student to persevere as a critical thinker who collaborates to solve real-world problems.

Values

- **Respect:** treating all with dignity
- **Trust:** having confidence that every decision focuses on the best interests of all students
- **Collaboration:** working in a collective partnership with clear two-way dialogue that builds relationships among home, school, and the community

Principal's Message

Mission Meadows Elementary School provides an engaging and safe learning environment with high expectations and accountability for all students and staff. Mission Meadows is known as the "school with an inclusive heart, where all students can be their authentic selves in a safe and nurturing learning environment." Mission Meadows: Developing Leaders Today for Tomorrow's World, is a "The Leader in Me" school, where students learn about and apply their knowledge of "The Seven Habits of Happy Kids." Our curriculum also includes American Reading Company (ARC): "Read to Learn," Houghton Mifflin Language Arts, Curriculum & Associates Ready Common Core Reading, and Eureka Math. FOSS Science Systems, Mystery Science, and the NGSS standards are also incorporated into classroom learning experiences for all students.

During the 2019-20 school year, the Common Core State Standards (CCSS) will continue to be the instructional focus in English Language Arts (ELA) and Mathematics. Also, one of our primary goals is to have all students with three or more years of continuous district enrollment performing at or above grade level in reading, writing, and mathematics. Using a district-wide instructional focus on comprehension, a balanced literacy program within flexible classroom learning environments, and direct instructional teaching strategies, we are confident that our students will meet these essential learning targets. Our ongoing instructional foci will always be in Language, Literacy, and Numeracy taught in a personalized and relevant learning environment.

We believe *Personalized Learning* requires a shift in mindset for everyone to create and grow learner-centered environments. *Personalized Learning* is not an event, time of day, or specific activity. It is how we approach our curriculum and embrace the strengths of everyone on our campus. A few years ago, Mission Meadows began its journey to reimagine physical spaces, instructional approaches, and voice of our faculty and students. We continue to grow the collaborative vision and refine our practices with the input of our school community.

During the 2019/2020 school year, Mission Meadows will continue focusing on creating and sustaining more *Personalized Learning* experiences for our students by continuing to focus on transforming our classrooms and instructional practices to make learning for all our students more personalized and relevant. Each school in the Vista Unified School District is participating in the Personalized Learning experience. During the 2019/2020 school year, Mission Meadows' staff will focus on designing learning experiences through the lens of an Inquiry-Based instructional approach. This Inquiry-Based learning focus will incorporate the essential elements of personalized

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learning, such as student voice, co-creation, social construction, and self-discovery. We have already incorporated flexible student seating and flexible furniture in the classrooms, as well as adding newer technology components.

We would not be able to accomplish these goals without the ongoing support of our parents and community members because they are an essential part of our academic program. At Mission Meadows, we look forward to working in collaboration with all stakeholders. We welcome parent and community participation at all our school events and encourage you to join our PTA, ELAC, and SSC. Most importantly, we encourage all our parents to become active participants in our school community. To learn more about Mission Meadows, please visit our website at <https://mm.vistausd.org/>.

Major Achievement

Due to positive state testing results from the 2016/2017, 2017/2018, 2018/2019 school years, and our efforts to close the achievement gap, Mission Meadows was awarded the *Honor Roll School* distinction for the 2018/2019 school year from the Educational Results Partnership (ERP) and the Business and Education Excellence (CBEE) organizations for demonstrating consistent high levels of student achievement, improvement in achievement levels over time, and a reduction in achievement gaps among student populations. Since 2013, Mission Meadows has improved its Vista elementary school ranking from 9th to 5th in comparison to the balance of the 15 elementary schools in the Vista Unified School District.

Mission Meadows also believes strongly in the inclusion model and least restrictive environment for all students, especially students who have ability challenges. To support this process, Mission Meadows holds an annual **Ability Awareness Week** for all grade levels to learn, embrace, and accept the differences in others. During the 2019/2020 school year, Mission Meadows held its 8th annual **Ability Awareness Week**.

We also have programs in place to support the academic, emotional, and social components of learning implemented through the *Multi-Tiered System of Support* (MTSS) model. For academic needs, all students who are not performing as well as desired, receive additional focused instruction through differentiated and “First Best” teaching. Our full time Reading Intervention Impact Teacher works with students in grades K-3 to provide additional Tier 2 reading intervention support. English Learners also receive an additional 45 minutes of daily English Language Development (ELD), an intensive reading intervention using Achieve 3000, an online program to support students in reading comprehension and fluency. The emotional and social component is addressed using the *Second Step* social/emotional curriculum.

Focus for Improvement

- The instructional focus for the 2019-2020 school year will be to continue to improve on “Language, Literacy, and Numeracy” skills, while making student learning more personal and relevant. The Next Generation Science Standards (NGSS) will also continue to be an instructional focus to provide students with increased curriculum integrated engagement opportunities in science, technology, engineering, and math (STEM).
- There will be a continued focus on Balanced Literacy and Balanced Math through guided reading, small group instruction, customized tutorials, ongoing student data tracking, and goal setting with students. We balance opportunities for students to become proficient in basic skills, as well as work through rigorous and authentic problems.
- Teachers meet once a week in Professional Learning Communities (PLC), working collaboratively to design curriculum, analyze student data, and focus on student learning. PLCs enable teachers to focus their instruction to target the specific needs of the students in their respective classrooms and grade levels.
- Grade-level teams also have the opportunity to collaborate with the site principal every other week during the school day for approximately one hour and forty minutes, while their students experience art, health & wellness, music, and STEM.

Student Enrollment by Subgroup (2018-19)

Group	Percent of Total Enrollment
Black or African American	0.9%
American Indian or Alaska Native	0.2%
Asian	0.6%
Filipino	0.9%
Hispanic or Latino	60.3%
Native Hawaiian or Pacific Islander	1.8%
White	29.2%
Two or More Races	6.1%
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	57.4%
English Learners	17.8%
Students with Disabilities	16.9%
Foster Youth	0.0%
Homeless	5.9%

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

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Student Enrollment by Grade Level (2018-19)

Grade Level	Enrollment
Kindergarten	92
Grade 1	96
Grade 2	86
Grade 3	100
Grade 4	85
Grade 5	85
Total Enrollment	544

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	28	27	26	972
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	

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 (FOSS)</i>	2007	Yes	0%
History-Social Science	Pearson Scott/Foresman <i>History Social Science for California</i>	2006	Yes	0%
English Language Development	Hampton Brown <i>Avenues</i>	2009	Yes	0%

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 EL	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

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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, where she manages an extensive collection of library books, reference materials, and an online database. All elementary students visit the library once every week for a minimum of 30 minutes, where they receive instruction in using the library, conducting computer searches, and using reference materials. The students all check out books each week and listen to stories read aloud. The library also supports technological learning with a bank of computers. The library is also open to students before school and during lunch.

Technology

For the 2019/2020 school year, Mission Meadows is 1:1 devices in all grade levels. In grades TK-1, students use iPads for online learning. For grades 2-5, students use Chromebooks for online learning. All classrooms are connected to the internet. A multimedia computer lab contains 34 computers with internet access. Our “Makers-Space” also has a bank of computers for coding and programming opportunities. A variety of software programs appropriate to each respective grade level supports student learning. Teachers use computers to reinforce basic skills and to teach enrichment lessons. All students have access to computers at school to strengthen their computer skills. The amount of time students spend working on computers depends on their grade level. Much of the student computer work involves the following applications: research, Accelerated Reader, myON, Lexia Core5, Achieve 3000, Google doc writing, iReady Reading, and Math instruction.

Specialized Services

Special Programs

Mission Meadows is a “The Leader in Me” school where we incorporate the “Seven Habits of Happy Kids” curriculum and philosophy into all our classrooms and across the campus. Each

month, students will learn about and apply their knowledge of the seven habits. Students who consistently demonstrate the “Seven Habits of Happy Kids” will be recognized at our monthly Friday Morning Sing (FMS) assembly.

Each year, Mission Meadows holds a STEAM fair for students to showcase their interests and passion for sciences, technology, engineering, art, and math. Top participants of Mission Meadows’ STEAM fair then participate in the District’s STEAM fair. Mission Meadows believes strongly in the inclusion model and least restrictive environment for all students, especially students who have ability challenges. To support this process, Mission Meadows holds an annual **Ability Awareness Week** for all grade levels to learn, embrace, and accept the differences in others. A full-time District supported Reading Intervention Impact Teacher is on-site to support our struggling readers in grades K – 3.

For the 2019-2020 school year, Mission Meadows offers an after-school choir once a week for grades 3-5, and an after-school computer coding club for grades 2-5.

Special Education Program

Students with moderate to severe learning differences are sometimes entitled to individual education plans and extra instructional attention. Mission Meadows Elementary School is staffed with three full-time Learning Center Education Specialists, two full-time Special Day Class teachers, one full-time and one part-time speech and language pathologist, full-time counselor, and a full-time school psychologist. Students with mild to moderate learning disabilities remain in their homeroom for core content instruction in Reading, Writing, and Math. This delivery service model is accomplished with “push-in” support from the Learning Center Education Specialists. Students then meet daily with a Learning Center Education Specialist who provides specialized small-group and individualized instruction based on the student’s Individualized Education Program (IEP).

English Learner Program

Students not yet fluent in English are identified as English Language Learners (ELL). This school year, we have approximately 55 (10%) English Language Learner students enrolled. English Language Development (ELD) instruction is provided daily for 45 minutes delivered by a certificated teacher in each respective grade-level. All classroom teachers have a CLAD/BCLAD credential and deliver targeted instruction for ELLs using ELD strategies. Students are also assessed regularly, and differentiated instruction is given to ensure that English Language Learners are progressing with their specific language and academic needs being met. During the 2019/2020 school year, ELL students in grades 3-5 will also be supported with Achieve 3000, an online reading, vocabulary, and literacy program.

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School Facilities

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

To determine the condition of our schools, the district sends experts from the facilities team to inspect them. The facilities team uses a survey, called the Facilities Inspection Tool, issued by the Office of Public School Construction. The latest inspection took place on August 13, 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			HVAC register needs repair.
Interior: Interior Surfaces	X			More than one room stained ceiling tiles.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			No repairs needed at the time of inspection.
Electrical: Electrical	X			Exposed wires on the side of the building. One restroom missing light diffuser. One room light out.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			One faucet needs adjustment. One drinking fountain needs adjustment. More than one drinking fountain loose.
Safety: Fire Safety, Hazardous Materials	X			No repairs needed at the time of inspection.
Structural: Structural Damage, Roofs	X			No repairs needed at the time of inspection.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Some playground equipment has rusted sharp edges.
Overall Rating	Exemplary	Good	Fair	Poor
		97.15%		

School Facility Conditions and Planned Improvements

Mission Meadows Elementary School was built in 1991. Our school has a combination of permanent and portable buildings. Classrooms are cleaned daily, and the grounds and buildings are regularly maintained through a district-wide schedule. Classrooms have adequate desks and lighting. There are several garden areas and arbors around the school grounds which provide additional function and beauty to the grounds. There are two playground areas, a running track, field, and sandboxes. The lunch area is outside but covered. There is the main office complex and a multipurpose room for assemblies, meetings, and to provide an indoor area for eating during inclement weather. There is a two-sided electronic marquee in front of the school to communicate school activities to the neighboring community.

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.

Pupil Outcomes

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.

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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%	55%	49%	49%	50%	50%
Mathematics	49%	49%	33%	36%	38%	39%

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	254	252	99.21%		55.16%
Male	141	139	98.58%		48.20%
Female	113	113	100.00%		63.72%
Black or African American	--	--	--		
American Indian or Alaska Native	--	--	--		
Asian	--	--	--		
Filipino	--	--	--		
Hispanic or Latino	158	158	100.00%		46.84%
Native Hawaiian or Pacific Islander	--	--	--		
White	73	72	98.63%		76.39%
Two or More Races	12	12	100.00%		50.00%
Socioeconomically Disadvantaged	157	155	98.73%		42.58%
English Learners	70	69	98.57%		44.93%
Students with Disabilities	49	48	97.96%		12.50%
Students Receiving Migrant Education Services	--	--	--		
Foster Youth					
Homeless					

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	254	253	99.61%		49.01%
Male	141	140	99.29%		45.71%
Female	113	113	100.00%		53.10%
Black or African American	--	--	--		
American Indian or Alaska Native	--	--	--		
Asian	--	--	--		
Filipino	--	--	--		
Hispanic or Latino	158	158	100.00%		39.87%
Native Hawaiian or Pacific Islander	--	--	--		
White	73	72	98.63%		70.83%
Two or More Races	12	12	100.00%		58.33%
Socioeconomically Disadvantaged	157	156	99.36%		35.90%
English Learners	70	70	100.00%		28.57%
Students with Disabilities	49	48	97.96%		16.67%
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.

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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	18.8%	21.2%	20.0%

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: Your Child's Teacher

Phone number: (760) 630-7884

At Mission Meadows, we value the involvement of families and communities on our campus. We believe involvement at school helps parents better understand the educational process more thoroughly, and by volunteering, parents can truly make a difference on behalf of their children. There are three main ways that parents can get involved at Mission Meadows: (1) volunteering in their child's classroom or the library, (2) participating in ELAC and/or on the PTA, and (3) joining the SSC. Currently, there are more than 250 volunteers who help in our classrooms, at school functions, and in the library. Our ELAC, PTA, and SSC meet regularly and enrich the school experience for our students through assemblies, school pictures, field trips, school equipment, and other donations of time and supplies. There will be parent nights advertised in the near future. The SSC parent group reviews and monitors school performance, programs, and the appropriation of school funds. We greatly appreciate the contributions of all our volunteers.

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	0.8%	1.1%	0.7%
Expulsions	0.0%	0.0%	0.0%
	District		
	2016-17	2017-18	2018-19
Suspensions	3.1%	3.7%	4.0%
Expulsions	0.0%	0.1%	0.1%
	State		
	2016-17	2017-18	2018-19
Suspensions	3.7%	3.5%	3.5%
Expulsions	0.1%	0.1%	0.1%

Discipline

All students learn school rules and discipline policies in their respective classrooms as well as by attending a principal led discipline/behavior assembly. Each teacher is responsible for developing and implementing positive classroom management systems. Teachers are primarily responsible for discipline issues with students within their respective classrooms. When a student has exhausted the classroom management behavior system established with his or her teacher, or if the student endangers himself or others, that student is referred to the principal for a consequence. Office level consequences range from conference with students, parents, and the principal, to the use of in-school suspension if necessary. Our goal is to avoid severe behavior issues through teaching Restorative Practices conflict resolution strategies, including anger management and student incentives for positive behavior with a "Capturing Kids' Hearts" philosophy.

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 where students are removed from one or more classes during a single school day. Expulsion is the most severe consequence we can impose. Expelled students are removed from the school permanently and denied the opportunity to continue learning at Mission Meadows.

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School Safety

SB187 Safety Plan

The Mission Meadows School Safety plan was last revised and approved on April 23, 2019. The school safety plan was the product of collaboration between teachers, staff, and community members. The school site safety plan was last reviewed by the staff on August 14, 2019. The safety plan and site emergency procedures are also electronically filed in the "Staff Handbook" for staff to review all year. Our school and grounds are very safe. Staff members monitor the campus before school, during school, after school, and during breaks. Our Restorative Discipline policies curtail fighting and bullying, and we routinely go over safety rules with students. We routinely practice fire, earthquake, and other disaster drills regularly.

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.

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 (paraprofessional)	1.0
Nurse	0.4
Psychologist	1.0
Speech/Language/Hearing Specialist	2.0
Resource Specialist (on-teaching)	3.0
Family Liaison	1.0
Reading Intervention "Impact 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.

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	\$8,921	\$2,609	\$6,312	\$88,914
District			\$6,628	\$79,534
State			\$7,507	\$82,403
Percent Difference: School/District			(5%)	12%
Percent Difference: School/State			(16%)	8%

- **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>.

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
Kindergarten	23.0	5		22.0	1	4	22.0	1	3	
Grade 1	25.0	4		21.0	1	3	23.0	4		
Grade 2	25.0	3		25.0	4		21.0	1	3	
Grade 3	22.0	1	3	24.0	3		24.0	4		
Grade 4	33.0	1		31.0	1		31.0	1	2	
Grade 5	25.0	1	3	26.0	1	3	28.0	1		
Other	11.0	1		12.0	1		11.0	1		

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

SCHOOL ACCOUNTABILITY REPORT CARD

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
Next Generation Science Standards (NGSS)	\$1,000
Lottery Instructional Materials	19,603
Title I	71,492
Total	\$92,095

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.

SCHOOL ACCOUNTABILITY REPORT CARD

- 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.

A
Leader in Me[™]
School

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.

