



# Aviara Oaks Elementary School

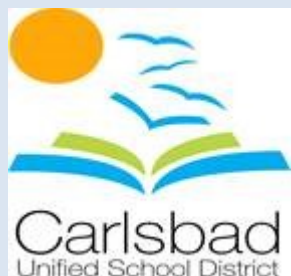
6900 Ambrosia Lane • Carlsbad CA, 92009 • (760) 331-6000 • Grades K-5

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<http://aoes.cusd.ca.schoolloop.com/>

## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### **Carlsbad Unified School District**

6225 El Camino Real

Carlsbad CA, 92008

760-331-5000

[www.carlsbadusd.k12.ca.us](http://www.carlsbadusd.k12.ca.us)

### **District Governing Board**

Veronica Williams, President

Claudine Jones, Vice President

Elisa Williamson, Clerk

Ray Pearson, Member

Kathy Rallings, Member

### **District Administration**

Benjamin Churchill, Ed. D.

**Superintendent**

Mr. Chris Wright

**Assistant Superintendent, Business  
Services**

Mr. Rick Grove

**Assistant Superintendent,  
Personnel Services**

Dr. Robert Nye

**Assistant Superintendent,  
Instructional Services**

### **School Description**

Aviara Oaks Elementary School (AOES) is located in the southern part of the City of Carlsbad within the boundaries of the Carlsbad Unified School District (CUSD). The campus sits on 19-acres of land which makes for a park-like setting with plenty of open spaces. It opened its doors in September of 1990 with 350 students in kindergarten through sixth grade and now holds 689 in grades kindergarten through fifth.

Aviara Oaks Elementary School is built on partnerships which directly impact student learning. AOES has strong ties to its local community. It is the connections between staff, families, students, and local businesses which make AOES the successful school it has become. The AOES family is committed to facilitating and encouraging students to be lifelong learners, with good character, who are able to collaborate and communicate with others, and grow to be productive, successful citizens of their communities.

The AOES educational program serves students with a diverse background and of all ability levels. Staff facilitates deeper levels of understanding through the use of questioning, investigations, discussions, and technology. AOES is an AVID school which promotes academic success, self-efficacy, and self-advocacy through structured note taking, writing across the curriculum, organization, and study skills. Currently staffed with 24 K-5 classrooms, we offer special education and intervention support services via 2 Learning Centers and Education Specialists, a Speech and Language specialist, an ELD specialist for language acquisition for English Language Learners, and tutoring in both math and reading 3 times weekly for students struggling with base concepts and skills. Additionally, weekly specials are provided to students in music, science, pe, and computer literacy. Challenge opportunities exist for our advancing learners through grade level appropriate extension activities, usually project based.

We have an active PTA and parent community who are integrally involved in both the financial and academic support of our educational program. Parent and community volunteers support and enhance instruction, provide assistance with special programs- i.e. Running Club, Robotics, Meet the Masters, Everyone A Reader, Spelling Bee and School Garden, and participate in monthly school wide activities to build community. They are members of School Site Council, Carlsbad Education Foundation, PTA, CUSD Parent Advisory Council, Carlsbad Chamber of Commerce Education Committee, and many other community groups which support the students and staff at AOE. On behalf of the students and staff at AOE, we thank you for your interest.

Jimmy Hines, Principal

Aviara Oaks Elementary

## 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 and 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	117
Grade 1	96
Grade 2	119
Grade 3	119
Grade 4	118
Grade 5	106
Total Enrollment	675

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.9
Asian	7.3
Filipino	0.7
Hispanic or Latino	24
Native Hawaiian or Pacific Islander	0.1
White	57.8
Two or More Races	9.2
Socioeconomically Disadvantaged	18.5
English Learners	9.9
Students with Disabilities	10.4
Foster Youth	0.1
Homeless	0.6

## A. 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 for Aviara Oaks	17-18	18-19	19-20
With Full Credential	26	28	30
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Carlsbad Unified	17-18	18-19	19-20
With Full Credential	♦	♦	572
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at Aviara Oaks Elementary School

Indicator	17-18	18-19	19-20
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.

### Types of Services Funded

The District believes in "Best First Instruction," which means each teacher is accountable for the learning needs of the students in their class, teachers differentiate based on these learning needs and they collaborate with grade level team teachers as well as the principal to ensure students progress at every level. Beyond the general education classroom, schools have Learning Center support, and depending upon the site, Special Day Classrooms, Guide counseling, and School Counselors.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://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.

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

Each elementary school in Carlsbad Unified uses Board adopted materials as the primary curriculum for instruction. Instructional Materials adoptions follow Board Policy procedures and CUSD follows the windows for adoption as recommended by the State Board of Education.

**Textbooks and Instructional Materials**

Year and month in which data were collected: September 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Kinder: Houghton Mifflin Journeys, CA Edition 1st - 5th Grades: Benchmark CA Edition Adopted 2017  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Go Math! Houghton Mifflin Adopted 2016  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	K: Houghton Mifflin 1-5: Harcourt Adopted 2007  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	McGraw Hill Adopted 2006  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Visual and Performing Arts	MacMillan: Spotlight on Music for K-5 Music Adopted 2007  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

Note: Cells with N/A values do not require data.

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Our school is in good repair, according to the criteria established by the Office of Public School Construction. Our deficiencies are minor ones resulting from common wear and tear, and there are few of them. We scored between 90 and 99 percent on the 15 categories of our evaluation

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 7/29/2019**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	BOYS BUNKER RR: EXAUST FAN NOT WORKING, LOW FLUSH RATE, WALLS NEED PAINT, GIRLS BUNKER RR: EXAUST FAN NOT WORKING,LOW FLUSH RATE, WALLS NEED PAINT,
<b>Interior:</b> Interior Surfaces	Fair	500 LOBBY: ceiling tiles water damaged 6 704: STAINED CEILING TILE 903: STAINED CEILING TILE 906: STAINED CEILING TILE 916: STAINED CEILING TILES BOYS BUNKER RR: EXAUST FAN NOT WORKING, LOW FLUSH RATE, WALLS NEED PAINT, GIRLS BUNKER RR: EXAUST FAN NOT WORKING,LOW FLUSH RATE, WALLS NEED PAINT, K LOBBY: ceiling tiles water damaged 4 KITCHEN: STAINED CEILING TILES, IN THE RESTROOM AREA STAGE: STAINED CEILING TILES
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Good</b>	

## B. 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

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	88	85	74	76	50	50
Math	85	81	66	68	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Test Results in Science for All Students

#### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
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

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	10.5	35.2	43.8

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### 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.

### School Safety Plan

We revise and update our school safety plan each year in the fall. Our current school safety plan meets all federal, state, and district standards for a comprehensive school safety plan. It addresses prevention, planning, responding, and recovering from possible threats (earthquakes, intruders, fires) to ensure the safety of students, staff, and visitors. Our counselors, psychologists, and site administrators are extensively trained in threat assessment techniques by nationally recognized experts in school-threat assessment. To ensure safety on our campus, a school site safety committee conducts inspections to identify potential hazards. We have also developed a disaster preparedness plan, and we conduct regular fire and earthquake drills to familiarize staff and students with emergency procedures. Our school site is also monitored for physical safety. Play structures, sidewalks, and the school's landscaping are maintained at a high standard for student safety and undergo regular inspections. A new visitor check-in system is being implemented, requiring all visitors to sign in and out.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	348	338	97.13	85.21
Male	158	152	96.20	82.24
Female	190	186	97.89	87.63
Black or African American	--	--	--	--
Asian	28	27	96.43	96.30
Filipino	--	--	--	--
Hispanic or Latino	90	85	94.44	63.53
Native Hawaiian or Pacific Islander	--	--	--	--
White	196	194	98.98	91.24
Two or More Races	27	25	92.59	96.00
Socioeconomically Disadvantaged	73	69	94.52	62.32
English Learners	55	46	83.64	60.87
Students with Disabilities	56	50	89.29	56.00
Homeless	--	--	--	--

Note: ELA 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.

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.

**School Year 2018-19 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	348	341	97.99	81.23
Male	158	153	96.84	83.01
Female	190	188	98.95	79.79
Black or African American	--	--	--	--
Asian	28	28	100.00	96.43
Filipino	--	--	--	--
Hispanic or Latino	90	87	96.67	63.22
Native Hawaiian or Pacific Islander	--	--	--	--
White	196	194	98.98	85.05
Two or More Races	27	25	92.59	92.00
Socioeconomically Disadvantaged	73	70	95.89	62.86
English Learners	55	49	89.09	59.18
Students with Disabilities	56	50	89.29	56.00
Homeless	--	--	--	--

Note: 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.

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.

## C. 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 Parental Involvement (School Year 2019-20)

Parent volunteers are an integral part of the school community. Parents participate through organizations such as PTA, School Site Council, Parent-Superintendent Advisory Committee, Carlsbad Education Foundation, and English Language Advisory Committee. They are also actively involved on campus each day as room parents, student tutors, as workers in the school's copy center, and as Reading Friends volunteers. Parents attend Back-to-School Night, Open House, parent education workshops for curriculum and instruction such as Common Core and AVID, and various other programs sponsored through AOE and the PTA. Our active PTA fund-raises in excess of \$150,000 each year for teacher mini-grants, specialists in science, music, art, pe, and math and reading literacy. We have many community building events each month which promote a strong and cohesive home-school partnership.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.1	0.3	0.4
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.0	2.2	2.3
Expulsions Rate	0.1	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.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.

### Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.6
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	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)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	25		4		26		3		23		5	
1	24		4		22		5		24		4	
2	24		5		27		4		24		5	
3	25		4		26		5		24		5	
4	29		4		31		3		33		1	2
5	35		1	3	33		1	3	31		3	1
Other**												

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

\*\* "Other" category is for multi-grade level classes.



## Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

The Carlsbad Unified School District provided professional development days prior to the 2018-2019 school year. This included both district-wide professional development for all staff as well as site based professional development activities. In addition, each site offers professional development activities throughout the year based on the needs of the students and staff.

### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,129	\$51,374
Mid-Range Teacher Salary	\$76,820	\$80,151
Highest Teacher Salary	\$107,077	\$100,143
Average Principal Salary (ES)	\$130,740	\$126,896
Average Principal Salary (MS)	\$134,673	\$133,668
Average Principal Salary (HS)	\$146,525	\$143,746
Superintendent Salary	\$235,000	\$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	37%	35%
Administrative Salaries	5%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	6,475	936	5,539	81,306
District	N/A	N/A	5,473	\$81,643.00
State	N/A	N/A	\$7,506.64	\$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	1.2	-0.4
School Site/ State	-30.2	-0.9

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.