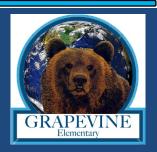# Grapevine Elementary School

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 Mission Statement
The purpose of Grapevine Elementary is to build an educational foundation through collaboration and innovation for all students to become real-world problem solvers.

School's Vision Statement
It is the vision of Grapevine Elementary that all students will achieve their individual potential in a safe, positive, and nurturing learning environment.

Principal's Message
At Grapevine Elementary, we are committed to providing the best possible education for our students with high expectations and accountability for all. Our enrollment in TK-5 is at around 800 students. The instructional program focuses on the core curriculum and is based on California's Common Core Standards for English Language Arts and Math and English Language Arts and English Language Development (ELA/ELD) framework. We have also started to implement Next Generation Science Standards (NGSS) in all grades. Grapevine embarked on the Guided Language Acquisition Design (GLAD) model after we identified specific academic needs for not only our English Language Learners but all our students. Project GLAD was identified as an instructional model with the potential to close the academic achievement gap. Project GLAD seeks to accomplish this by training teachers to use instructional strategies that can be integrated with any curriculum in different subject areas. We have also added a Dual Language Immersion Program (50-50) in two Kindergarten classrooms this school year. The purpose of the dual-language program is to educate students to become bi-literate in English and Spanish. In the socio-emotional and behavioral areas, Positive Behavior and Intervention Support (PBIS) continues to be implemented this year with four specific expectations: show respect, make responsible choices, solve problems and be safe. We are proud of our instructional focus and caring environment at Grapevine Elementary. We value the importance and involvement of our families and the community on our campus. We believe that involvement at school helps parents and caregivers understand the educational process more thoroughly and know that they can truly make a difference on behalf of their children. We welcome your participation, your commitment, and your feedback.

Major Achievements
- Our students in grades 3-5 participated in the Smarter Balance Assessment Consortium (SBAC) state test in in English Language Arts (ELA) and Math. 41% of our students scored at or exceeding standards in English Language Arts, and 30% scored at or exceeding standards in Math.
- All our teachers meet weekly for grade-level collaboration at Professional Learning Communities (PLC) to analyze student work, cognitive design planning and to make instructional decisions that promote high achievement for all.
- Our teachers use additional collaboration time to plan GLAD lessons or GLAD units and strategies for all our students.
- Our Accelerated Reader Program is fully implemented in K-5 to promote independent reading.
- Grapevine has a before and after school program, After School Education and Safety (ASES), to provide extended learning program services to our students in grades K-5. The focus is on math and language arts intervention and enrichment in the arts, physical fitness, technology, character education, and tutorials. It also offers
- We have a full-time Assistant Principal. All our teachers are fully credentialed. Instructional assistants provide support in small groups or 1:1.

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- We have a full-time counselor and psychologist on campus serving the social, emotional needs of our students.
- We also have additional counseling support through Palomar Family Counseling Services- Incredible Years in Kindergarten through third grade.
- We have a full-time music teacher for our students in grades TK-5 through a Save The Music grant.
- All classrooms are connected to the Internet, and we have 1-1 Chromebooks for students in grades 2-5 and 1:1 iPad ratio in TK-1 classrooms.
- All students have access to state-adopted textbooks for all core areas. K-2 uses Benchmark, and 3-5 uses Houghton Mifflin for ELA. Dual Language students use English and Spanish adopted materials in Language Arts and Math.
- We offer a Dual Language Immersion track 50/50 in English and Spanish in Kinder and First Grade. The program is the first in the Vista Unified School District (VUSD).
- We have opened our Parent Center, where parents have access to computers and space to hold their meetings and work on tasks for the teachers.
- We have a Community Liaison providing assistance and school and community resources to our families.
- Professional Development in ELA, SLA, ELD, and Math is provided once a month, where our K-5 teachers learn and improve their teaching practice.

Focus for Improvement
- All grade levels receive professional development twice a month in a model called Wheeling. This professional development takes place during the instructional day.
- Students during the Wheel learn coding, public speaking, rotations in the classroom with coding,
- Data meetings take place three times a year. These meetings provide conversations between teacher and administrator around data, pedagogy, and instruction in specific areas.
- Weekly grade-level collaboration meetings are held to analyze student data in a variety of subjects and to determine the next steps based on this data.
- Learning to Read is a focus on the implementation of the American Reading Company guided reading program, which includes an "Impact Teacher" on-site to assist students in K-1 with foundational skills and reading.
- All teachers participate in the implementation of assessments that measure students' mastery of state standards in English/Language Arts and math. We utilize iReady Reading and iReady Math (K-5) to monitor reading and math progress.
- Online programs like iReady and Imagine Learning support our students to learn foundational skills and vocabulary needed to tackle more complex texts.
- We also analyze data from the English Language Proficiency Assessments for California (ELPAC) administered to our English Language Learners and plan strategic steps to meet their needs to monitor progress and to reclassify students

from the ELD program.
- Integrated and Designated English Language Development (ELD) time is provided daily to K-5 students identified as second language learners.
- Intervention is offered to grades K-5 with computer programs and reading intervention Tier II. These interventions include ASES and after school interventions.
- Newcomers receive additional support in grades 3-5 through after school tutoring. Interventions include ASES and after school interventions.

Student Enrollment by Grade Level (2018-19)
The data source is the certified California Longitudinal Pupil Achievement Data System (CALPADS) Fall 1 data.

Grade Level	Enrollment
Kindergarten	179
Grade 1	111
Grade 2	134
Grade 3	122
Grade 4	124
Grade 5	127
Total Enrollment	797

Student Enrollment by Subgroup (2018-19)
The data source is the certified California Longitudinal Pupil Achievement Data System (CALPADS) Fall 1 data.

Student Group	Percent of Total Enrollment
Black or African American	1.0%
American Indian or Alaska Native	0.3%
Asian	1.3%
Filipino	0.5%
Hispanic or Latino	85.1%
Native Hawaiian or Pacific Islander	1.6%
White	7.5%
Two or More Races	2.8%
Student Group (Other)	**Percent of Total Enrollment**
Socioeconomically Disadvantaged	92.0%
English Learners	43.8%
Students with Disabilities	13.7%
Foster Youth	1.0%
Homeless	10.9%

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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	31	35	36	972
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course during the first 20 days of the school year or semester).

	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
*Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners (EL).

Curriculum and Instructional Materials

Reading and Writing: Our district-adopted language arts curriculum is Houghton Mifflin Reading *A Legacy of Literacy*. In 2010, Vista Unified School District purchased the *Medallion Upgrade* to support *A Legacy of Literacy*. The skills and strategies taught in this comprehensive, kindergarten through fifth grade program represent a rigorous plan of instruction with a specific focus on the California Common Core Standards. Reading and writing standards are taught and assessed at every grade level. Systematic instruction and a variety of resources ensure success for all Vista students.

Mathematics: The transitional kindergarten through fifth-grade mathematics instructional program is Eureka Math. The Eureka Math curriculum was created by Great Minds®, a nonprofit that brought together teachers and experts to craft a program based on the world's most successful math programs. This comprehensive program includes daily fluency, application, concept development, practice, and exit tickets. Eureka was built around the core principle that students need to know more than just what works when solving a problem—they need to understand why it works. The curriculum goes beyond facts and formulas, teaching students to think about math conceptually. This helps students become not merely literate, but fluent in mathematics.

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

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

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

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

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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. We have an extensive collection of library books in English and Spanish, reference materials, and an online database. All elementary students visit the library once every week, where they receive instruction in using the library, conducting computer searches, and using reference materials. The students all check out a book each week and listen to stories read aloud. The library is also open to students during lunch and before school. Our library's books are labeled with the Accelerated Reader (AR) level to support students' book choices and comprehension.

Technology
Our students have access to a computing device 1:1. Our students in grades TK-1 use iPads, and our students in grades 2-5 use Chromebooks. All classrooms are connected to the Internet through a wireless network. Our school is committed to developing cutting-edge computers and technology use with Starboard technology in every classroom, as well as continued training in technology use for all staff. K-5 students use Renaissance Learning, a program that promotes independent reading and rewards their progress. We assess students in reading and math with the iReady Reading and iReady Math tests three times a year. We use iReady instruction support online, as well as Imagine Learning. Teachers use our database system Aeries to create progress reports. The data generated from these progress reports are used to determine the next steps for the improvement of instruction and learning.

Specialized Services

Special Education Program: Grapevine Elementary School is staffed with three full-time resource specialists, two full-time teachers in the Social-Emotional Academic Support (SEAS) program, two full-time speech and language pathologists, a full-time counselor and a full-time psychologist. Students enrolled in special education at Grapevine meet regularly with a special education teacher who provides specialized individual and small-group instruction based on the student's Individualized Education Program (IEP) goals. When needed, the district also provides a social worker, district counselors, and home-school liaisons to assist families in helping their children succeed in school.

English Language Development Program (ELD): Grapevine provides Integrated ELD time (GLAD) and Designated ELD time for our English Language Learners. Our teachers use specific strategies daily to support our ELs' needs during Integrated ELD, and they receive Designated ELD time for 45 minutes a day at their level of language proficiency. We strive to reclassify our English Learners by the end of fifth grade.

School Facilities

School Facility Conditions and Planned Improvements
Grapevine Elementary School opened in 1962. Classrooms are cleaned daily, and the grounds and buildings are regularly maintained through a district-wide schedule. Classrooms have adequate desks and lighting. Last year we had the addition of a running track and landscaping in the playground, new concrete in some sections of the hallways, and tinted windows in kindergarten, first and second-grade classrooms, and security cameras outside on campus. We have added an additional bathroom in the 500 wing to meet the needs of all our students.

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 29, 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			One room water inflow blocked.
Interior: Interior Surfaces		X		One room damaged carpet. More than one room acoustic ceiling deteriorating. One restroom and one classroom wall need repair. One room carpet stained. One room stained ceiling tile. (Carpeting scheduled for replacement, temporarily secured, replaced ceiling tiles, removed trip hazard, patched hole, repainted ramp, patched stucco).
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			No repairs needed at the time of inspection.
Electrical: Electrical		X		Administration and classroom electrical panel blocked. More than one room electrical cords causing a trip hazard. One room bulbs uncovered. More than one room appliances plugged into power strip. One room lights out. (Cleared electrical panel access, removed power strips, replaced light bulbs).
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			One drinking fountain low pressure.
Safety: Fire Safety, Hazardous Materials	X			One room paper cutter unsecured. One room fire extinguisher needs to be mounted. One room materials stacked too high.
Structural: Structural Damage, Roofs	X			One room ramp deterioration, more than one ramp chipped paint, one ramp buckling, and one ramp rusted. Stucco outside the entry has a hole.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Exit door to campus has chipped paint.

Overall Rating	Exemplary	Good	Fair	Poor
		92.89%		

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	43%	41%	49%	49%	50%	50%
Mathematics	33%	31%	33%	36%	38%	39%

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

CAASPP Assessment Results by Student Group

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

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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	371	365	98.38%		41.37%
Male	169	164	97.04%		35.98%
Female	202	201	99.50%		45.77%
Black or African American	--	--	--		
American Indian or Alaska Native					
Asian	--	--	--		
Filipino	--	--	--		
Hispanic or Latino	312	307	98.40%		38.76%
Native Hawaiian or Pacific Islander	--	--	--		
White	32	32	100.00%		65.63%
Two or More Races	--	--	--		
Socioeconomically Disadvantaged	350	345	98.57%		41.16%
English Learners	191	188	98.43%		30.32%
Students with Disabilities	80	78	97.50%		15.38%
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	370	364	98.38%		30.58%
Male	168	162	96.43%		32.92%
Female	202	202	100.00%		28.71%
Black or African American	--	--	--		
American Indian or Alaska Native					
Asian	--	--	--		
Filipino	--	--	--		
Hispanic or Latino	311	306	98.39%		27.21%
Native Hawaiian or Pacific Islander	--	--	--		
White	32	32	100.00%		50.00%
Two or More Races	--	--	--		
Socioeconomically Disadvantaged	349	344	98.57%		30.03%
English Learners	190	190	100.00%		22.75%
Students with Disabilities	80	76	95.00%		6.67%
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: 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.

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	18.5%	12.1%	35.5%

Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parent Involvement

Contact: PTA
Phone Number: (760) 724-8329
We invite all parents to volunteer in classrooms and serve on the PTA, SSC, or ELAC committees. Grapevine offers evening programs, including science, reading, and math family academies and workshops designed to teach parents how to support their children academically. We also provide opportunities in the socio-emotional area. Our PTA supports our monthly assemblies and is committed to engaging the entire school community. Grapevine forms a parent-school partnership with all parents to support the education of all children. We feel strongly that parental/caregiver involvement is the key to success for individual students and the entire school. We encourage parents to set college goals for their children and to take an active role in our school. We have set up a Parent Center and have a full- time Community Liaison to encourage our parents to participate fully in their students' education. We are proud of the commitment of our community and the growth shown by 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	2.3%	1.9%	1.5%
Expulsions	0.0%	0.0%	0.0%
	District		
Suspensions	3.1%	3.7%	4.0%
Expulsions	0.0%	0.1%	0.1%
	State		
Suspensions	3.7%	3.5%	3.5%
Expulsions	0.1%	0.1%	0.1%

Discipline

Grapevine focuses on Positive Behavioral Interventions and Supports (PBIS) called the Grizzly Way and a Character Education Program named Character Counts that promotes Respect, Responsibility, Trustworthiness, Fairness, Caring, and Citizenship. We have also added Restorative Practices to our progressive discipline model. At the beginning of the school year, our students participate in school-wide training of expectations (called Station Rotations) aimed at learning school expectations and routines based on the Positive Behavior Interventions and Supports (PBIS) model. We celebrate exceptional students following Character Counts' traits weekly with the Grizzlies of the Week assemblies, and monthly with Student of the Month awards assembly. We also celebrate students' positive choices with Grizzly Dollars and Positive Office Referrals.

We document discipline cases using our database system and communicating with parents and other school personnel when necessary. We follow district protocol and refer to Ed Code to document any incidents. We also implement pre-referral interventions as part of our progressive discipline model.

School Safety

SB187 Safety Plan

Date the plan was last updated/approved: May 20, 2019
Date the plan was last reviewed with staff: May 20, 2019
The Comprehensive Safe School Plan includes data regarding crime, safe school procedures and compliance with laws including: (1) child abuse reporting, (2) disaster response, (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) schoolwide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to learning, (9) rules and procedures on school discipline adopted pursuant to Ed Code Sections 35291 and 35291.5, and (10) lock down

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procedures. A copy of the plan is available for inspection by the public at each school.

Our school and grounds are very safe. We follow school safety policy with a locked campus when students are in school. Staff members monitor the campus before school, after school, and during breaks. Our discipline policies curtail fighting and bullying. We routinely go over safety rules with students, and we practice fire, earthquake, and other disaster drills regularly.

Other SARC Information

Academic Counselors and Other Support Staff
The following table provides the number of full-time equivalent qualified support personnel who provide counseling and other pupil support services in our school. These specialists often work part-time at our school and some may work at more than one school.

Title	Number of FTEs* Assigned to the School
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Services (paraprofessional)	1.0
Nurse	1.0
Resource Specialist (non-teaching)	1.0
Speech/Language/Hearing Specialist	2.0
Psychologist	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	$8,150	$2,249	$5,901	$79,891
District			$6,628	$79,534
State			$7,507	$82,403
Percent Difference: School/District			(11%)	0.4%
Percent Difference: School/State			(21%)	(3%)

- **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.

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	17,602
Title I	122,629
ASES After School Program	204,122
Total	$345,553

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		6		25.0		5		23.0	1	7	
Grade 1	23.0		4		21.0	1	4		22.0		5	
Grade 2	24.0		4		25.0		4		22.0		6	
Grade 3	22.0	1	4		24.0		4		24.0		5	
Grade 4	31.0		3		28.0		4		30.0		4	
Grade 5	27.0	1	2	1	29.0	1	1	2	26.0	1	4	
Other	8.0	1			10.0	1			0.0			

*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%

Professional Development

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

The Vista Unified School District has developed a targeted plan to ensure that the instructional focus and interventions provided to students are high quality and implemented in all schools. Our professional development/professional learning plan is designed to provide teachers with initial and ongoing professional development to support the continued implementation of California Common Core State Standards and instructional technology tools. Embedded within our professional development/learning plan are regular opportunities for teachers to join in collaboration with colleagues to review assessment results, plan instruction, and/or design interventions and enrichment for students.

The Vista Unified School District identifies annual professional development goals and creates a professional development plan focused on a comprehensive analysis of multiple sources of student data and feedback from teachers. The focus for all professional development for 2019-2020 will be to build a deeper understanding of and expand the use of effective instructional strategies to support our district's literacy, language, and numeracy goals. Our professional development includes:

- Common Core State Standards support including the California Assessment of Student Performance and Progress (CAASPP) for English and math, ELPAC for English Language Development, and CAST for science.
- Technology support for instructional hardware and software (programs include Math 180, Read 180, iReady for English Language Arts and math). Individual school sites are also providing their staff with personalized PD to support site-based applications.
- Research and results are being analyzed by outside entities, such as the University of California, San Diego (UCSD), to support early literacy and personalized learning paths.
- Next Generation Science Standards (NGSS). As part of the Early Implementation grant, VUSD is executing a multi-layered professional development model. Core teacher leaders are participating in learning events and lesson studies. K-8 NGSS Site Teacher Leaders are being provided with two (two hours) sessions in fall and spring to learn how to lead NGSS implementation at their sites. Science teachers in 6-8 are participating in multiple professional development sessions throughout the year to ensure quality instruction of NGSS. High school teacher leaders are participating in a year-long NGSS Community of Practice on how to implement NGSS best-practices. K-12 principals will participate in two NGSS walkthroughs at their site to learn how to look for evidence of NGSS pedagogical shifts.
- A learning center model of inclusion for students with special needs has been implemented at several sites with co-teaching support. Professional development is provided throughout the year. All secondary sites are integrating AVID WICOR strategies (Writing, Inquiry, Collaboration, Organization, and Reading) into Special Education Study Skills classes, and are providing the aligned professional development.
- TK-5 mathematics has completed an adoption cycle where the staff selected the Eureka Mathematics resource. Teachers received their materials and the first session of professional development in the Spring of the 2018-2019 school year. This school year started with another half day of training for all TK-5 teachers and will be followed up in January with another full day of training. In between training, the Eureka math implementation team meets to continue to refine and adjust the curriculum.
- Secondary math professional development for grades 6-12 is with College Preparatory Math. Teachers participate in PD to support the structure and resources of the CCSS aligned CPM textbook, including assessments.
- High school math departments have been given two release sections for teachers, to be used for coaching. Coaches meet with teachers to support curriculum development, co-teach classes, support innovative approaches, and assist with data collection and analysis.
- Elementary English Language Development (ELD) training is offered and focused on building capacity on the ELA/ELD Framework/standards, and understanding the

ELPAC assessment and its implications for classroom instruction. Support for teachers includes providing Integrated and Designated ELD instruction.

- Elementary English Language Development for 3rd-5th grade teachers working with Newcomers students who have less than two years in-country or have interrupted education: Support and resources are provided to teachers in understanding the needs of Newcomers in foundational skills as they develop English Language Proficiency.
- Secondary English Language Development (ELD): Training is provided to teachers in grades 6- 12 utilizing the ELA/ELD Framework/standards, Write Institute Training, and instructional routines, which allow for academic classroom discourse. Specific support for secondary math teachers is also provided.
- 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.