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37684526110399

Grades K-5

Breeze Hill 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

Mission Statement
Our mission is to educate, inspire and empower all students to succeed in a changing global society.

Principal's Message
At Breeze Hill, we strive to be proactive in our pursuit of excellence and our use of research-based educational strategies. We utilize technology to target instruction, assessment, and to analyze data. We believe in ongoing staff development and peer modeling, sharing our best instructional practices school-wide. We volunteer to serve on curriculum committees. We take on leadership roles. We strive to embrace all avenues that lead to the strengthening of Common Core standards-based instructional practices. We acknowledge and value our diverse student population.

Breeze Hill sets the highest possible academic and personal expectations for students. Staff members are role models of courtesy, respect, determination, perseverance, and personal achievement. We work collaboratively with families to ensure a healthy community connection. Our goal is for each student to experience a sense of pride through positive accomplishments, mastery of grade-level standards, and development of meaningful relationships.

Major Achievements
- Staff development focused on the implementation of Common Core State Standards, improving collaboration and continuity of learning and articulation across grade levels.
- Expanding the use of data analysis to better understanding and targeting instructional design and delivery.
- A comprehensive support system has been implemented and includes a Response to Intervention and Instruction (RTI2) during the school day, as well as extended day learning that targets students not meeting their potential.
- Parent support and community involvement continue to be hallmarks of an energized and active parent population; Parent Teacher Association (PTA), English Learning Advisory Committee (ELAC), parent volunteers and School Site Council (SSC) are critical components of our success and donate many hours through various annual activities.
- Implementation of classroom-based mobile devices (iPads and Chromebooks) to provide access to digital learning resources and personalize learning opportunities for students

Focus for Improvement
- We ensure our student's behavioral successes as we continue our journey to follow the 5 Pillars: Welcome, Do No Harm, Choice Words, Never too Late to Learn, and Best School in the Universe in combination with PBIS (Positive Behavioral Interventions and Supports). This provides our students with a positive school climate and a safe environment. With this continued commitment to providing students with a positive, safe school climate, our students can focus on learning. Additionally, we infuse the 16 Habits of Mind to help students become active agents in their learning.
- Teachers continue to participate in the professional development of Common Core State Standards, Professional Learning Communities, project-based learning, Sheltered Instruction strategies, personalized learning & differentiated instruction to meet the needs of all learners.
- Students have daily opportunities to work collaboratively to develop critical thinking, communication skills, and creative solutions to real-world problems.
- ELD Instruction is provided daily to students identified as second language learners. The emphasis on language production and complex communication requires teachers to create learning opportunities that are powerful enough to prepare students to meet these objectives.

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Professional development time will include: Common Planning Time & Instruction: curriculum mapping, academic discourse routines of high impact standards across content areas, teacher collaboration on metrics, language & content outcomes for CCSS, classroom learning environment designed to meet EL needs, coaching observation protocol & instructional framework

- Breeze Hill is committed to a Multi-Tiered System of Supports model for all students. MTSS addresses our students' academic, behavioral, and social success. As part of this commitment, we have started a Coyote PAWS (Preparing Academically Wise Students) block at each grade level. This block consists of differentiated teaching that provides individualized instruction for all students. This program includes a 30 - 45-minute block of time for each grade level during our English Language Arts instructional time. Teachers use a matrix of research-based programs to utilize for student support. All students in all grade levels have an opportunity to participate in either a block of Intensive Intervention, grade level support, or enrichment instruction based on student needs.

- Students in grades 3-5 will receive an after-school tutoring block for 60 minutes in Language Arts and or Math. This program will be taught by credentialed teachers in small groups of 15. Sessions start in October and will continue through April on Tuesday, Wednesday, and Thursday of each week.

Student Enrollment by Subgroup (2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2.2%
American Indian or Alaska Native	0.1%
Asian	4.3%
Filipino	0.9%
Hispanic or Latino	61.0%
Native Hawaiian or Pacific Islander	0.6%
White	23.7%
Two or More Races	6.8%
Student Group (Other)	**Percent of Total Enrollment**
Socioeconomically Disadvantaged	58.6%
English Learners	22.3%
Students with Disabilities	9.0%
Foster Youth	0.2%
Homeless	4.6%

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

Student Enrollment by Grade Level (2018-19)

Grade Level	Enrollment
Kindergarten	163
Grade 1	151
Grade 2	133
Grade 3	126
Grade 4	107
Grade 5	131
Total Enrollment	811

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	34	36	35	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).

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Specialized Services

Gifted and Talented Education: GATE students receive differentiated instruction in the classroom and may occasionally participate in special activities or assemblies.

Special Education Program: Students with mild to moderate learning differences are entitled to individual education programs, specialized academic instruction, and extra support. Breeze Hill Elementary School is staffed with three full-time Education Specialists, one full-time speech and language pathologist, and one psychologist. A service delivery model is a blended approach, including collaborative teaching and small group instruction. Students with IEPs at Breeze Hill meet regularly with Education Specialists who provide classroom-based (co-teaching/push-in) instructional support, and/or specialized small group and individual instruction based on the student's Individualized Education Program (IEP) in the Learning Center (pull-out).

English Learner Program: In addition to English Language Arts instruction, students not yet fluent in English receive daily, intensive English Language Development (ELD) to gain fluency and mastery of academic English in four domains, listening, speaking, reading, and writing. The goal is to reclassify our English learner students as soon as possible. During the 2019-20 school year, 176 students were enrolled in the program. At Breeze Hill, all classroom teachers have the training and expertise necessary to meet the unique needs of English Learners.

Additionally, Breeze Hill has an active English Learner Advisory Committee (ELAC) comprised of parents, teachers, and administrators who meet monthly to review data, program implementation and discuss the needs of the English learner population the school serves. Additionally, parent training workshops are conducted during the school year for the parents of English learner students to facilitate collaboration and foster two-way dialogue to enhance academic progress. Topics for parent classes and workshops include Community-based English Tutoring (CBET), Goal Setting & Reclassification, The U.S. Educational System (preschool through college), and How to Support Your Child's Academic Progress at Home.

Technology

Breeze Hill continues to focus on increasing access to technology for students and staff. Digital literacy and personalized learning are being addressed through the implementation of the school's technology plan. Every student in grade 2-5 has a Chromebook and a classroom-based cart. Students in Early Transitional Kindergarten through grade 1, have iPads. Breeze Hill is committed to continuing upgrading and expanding the acquisition and use of technology for instruction and to enhance learning to prepare students with the 21st-century skills necessary to be successful in college and career.

Library

The school library is open five days a week and staffed by a school library/media technician. The library has an extensive collection of books, reference materials, and an online database. All elementary students, Early Transitional Kindergarten through grade 5, visit the library once every week, where they receive instruction in using the library, conducting computer searches, and using reference materials. Students check out a book each week and listen to stories read aloud. The library is also open to students and parents before and after school.

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.

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.

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%
English Language Development	Hampton Brown *Avenues*	2009	Yes	0%

School Facilities

School Facility Conditions and Planned Improvements

Our school was built in 1992. We have a combination of permanent and portable buildings. Classrooms are cleaned daily, and the grounds and buildings are regularly maintained through a district-wide schedule. All classrooms have adequate desks and lighting.

Cleaning Process and Schedule

The site administrators, custodian and district personnel conduct routine physical inspections for safety and maintenance. Classrooms and restrooms are cleaned daily. The principal works with the Operations Supervisor and the custodial staff to develop cleaning schedules to ensure a clean and safe school. Students are encouraged to have pride in their school and to do their part to keep the school clean.

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office or at the district office.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Regular and corrective maintenance is handled on a priority basis and emergencies are handled immediately.

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

To determine the condition of our schools, the district sends experts from the facilities team to inspect them. The facilities team uses a survey, called the Facilities Inspection Tool, issued by the Office of Public School Construction. The latest inspection took place on July 9, 2019, and the information from that survey, as outlined below, reflects the condition of our buildings as of the date of the report; since that time, circumstances may have changed.

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			No repairs needed at the time of inspection.
Interior: Interior Surfaces		X		Several rooms ceiling tiles stained or missing. Several rooms damaged carpet. One room damaged wall. (All ceiling tiles replaced and carpeting scheduled for replacement).
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			One room ant infestation.
Electrical: Electrical	X			One room electric box falling off wall and blocked electrical panel.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Two rooms sink inoperable.
Safety: Fire Safety, Hazardous Materials	X			Three rooms vapor mist device. One room aerosols.
Structural: Structural Damage, Roofs	X			No repairs needed at the time of inspection.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			No repairs needed at the time of inspection.

Overall Rating	Exemplary	Good	Fair	Poor
		96.61%		

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	59%	66%	49%	49%	50%	50%
Mathematics	52%	57%	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.

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

CAASPP Assessment Results by Student Group

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

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

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	354	337	95.20%		65.58%
Male	198	189	95.45%		67.20%
Female	156	148	94.87%		63.51%
Black or African American	--	--	--		
American Indian or Alaska Native					
Asian	13	13	100.00%		76.92%
Filipino	--	--	--		
Hispanic or Latino	225	211	93.78%		59.24%
Native Hawaiian or Pacific Islander	--	--	--		
White	82	81	98.78%		76.54%
Two or More Races	21	20	95.24%		80.00%
Socioeconomically Disadvantaged	231	215	93.07%		57.67%
English Learners	102	94	92.16%		55.32%
Students with Disabilities	49	35	71.43%		31.43%
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	355	336	94.65%		56.55%
Male	199	188	94.47%		61.17%
Female	156	148	94.87%		50.68%
Black or African American	--	--	--		
American Indian or Alaska Native					
Asian	13	13	100.00%		69.23%
Filipino	--	--	--		
Hispanic or Latino	225	211	93.78%		50.71%
Native Hawaiian or Pacific Islander	--	--	--		
White	83	81	97.59%		69.14%
Two or More Races	21	19	90.48%		52.63%
Socioeconomically Disadvantaged	232	215	92.67%		50.23%
English Learners	102	95	93.14%		54.74%
Students with Disabilities	49	35	71.43%		25.71%
Students Receiving Migrant Education Services	--	--	--		
Foster Youth	--	--	--		
Homeless					

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

California Standards Tests in Science for All Students Grades Five, Eight, and High School

Subject	School		District		State	
	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

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State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

• Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (2018-19)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the **CDE PFT web page**.

Grade Level	Percent of Students Meeting Fitness Standards (on all six fitness standards)		
	Four of Six	Five of Six	Six of Six
5	21.0%	30.6%	23.4%

Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parent Involvement (2019-20)

Contact Person: School Office
Phone Number: (760) 945-2373

Breeze Hill recognizes the importance of the partnership between home and school and remains committed to supporting the students and parents of our school community. Parents have been included in the school improvement process and serve in an advisory capacity on committees including School Site Council, PTA, and District Advisory Committees (DPAC & DELAC). Parent and community volunteers work in a variety of capacities such as workroom helpers, Book Fairs, Family Nights and special events, Track Team, and general classroom support. Parents are encouraged to join and participate in PTA and ELAC sponsored activities throughout the school year. Parent informational meetings and training are also held for parents of students receiving Title 1 and/or Ell (English Language Learner) services on campus.

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

Discipline

At Breeze Hill, we believe that a proactive approach to behavior is key to student success in school. By focusing on the social and emotional needs of students, as well as the academic needs, the school has successfully reduced the number of office referrals and disciplinary action. Breeze Hill Elementary has adopted a school-wide culture of achievement focused on Five Pillars. The

Five Pillars are: *Welcome, Do No Harm, Choice Words, Never Too Late to Learn, and Best School in the Universe*.

At times, we find it necessary to suspend students who violate California Education Code. We report only suspensions in which students are sent home for a day or longer. We do not report in-school suspensions, in which students are removed from one or more classes during a single school day. Expulsion is the most serious consequence we can impose. Expelled students are removed from the school permanently and denied the opportunity to continue learning here.

All students learn school rules and discipline policies. Administrators handle discipline issues with individual students. We offer counseling to promote conflict resolution, including anger management, and we reward students for positive behavior

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

	School		
	2016-17	2017-18	2018-19
Suspensions	1.4%	3.0%	3.4%
Expulsions	0.0%	0.0%	0.1%
	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%

School Safety

SB187 Safety Plan

Date the plan was last updated: May 29, 2019
Date the plan was last reviewed with staff: September 11, 2019

The Comprehensive Safe School Plan includes data regarding crime, safe school procedures and compliance with laws including: (1) child abuse reporting, (2) disaster response, (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) schoolwide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to learning, (9) rules and procedures on school discipline adopted pursuant to Ed Code Sections 35291 and 35291.5, and (10) lock down procedures. A copy of the plan is available for inspection by the public at each school.

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

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Other SARC Information

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		9		25.0		8		23.0		7	
Grade 1	24.0		5		24.0		5		22.0	1	6	
Grade 2	23.0		5		23.0		5		22.0		6	
Grade 3	24.0		5		21.0		5		25.0		5	
Grade 4	34.0		1	3	30.0		4		27.0		4	
Grade 5	30.0		4		33.0		1	3	33.0		1	3

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

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
Psychologist	1.0
Library Media Services (paraprofessional)	1.0
Nurse	1.0
Education Specialists	3.0
Speech/Language/Hearing Specialist	1.0
Health Aide	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	$7,642	$1,200	$6,442	$85,906
District			$6,628	$79,534
State			$7,507	$82,403
Percent Difference: School/District			(3%)	8%
Percent Difference: School/State			(14%)	4%

- **Restricted** source means money whose use is restricted by legal requirement or by the donor.

- **Unrestricted** source means money that can be used for any lawful purpose, whose use is not restricted by legal requirement or by the donor.

For more information, see the CDE Certificated Salaries & Benefits Web page at **http://www.cde.ca.gov/ds/fd/cs/**. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at **http://www.ed-data.org**.

Teacher & Administrative Salaries (Fiscal Year 2017-18)

This table displays district-level salary information for teachers, principals, and the superintendent, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at **http://www.cde.ca.gov/ds/fd/cs/**.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$42,211	$48,612
Mid-Range Teacher Salary	$76,825	$74,676
Highest Teacher Salary	$101,308	$99,791
Average Principal Salary (Elementary)	$128,442	$125,830
Average Principal Salary (Middle)	$126,582	$131,167
Average Principal Salary (High)	$157,035	$144,822
Superintendent Salary	$281,000	$275,796
Percent of District Budget		
Teacher Salaries	35%	34%
Administrative Salaries	4%	5%

Other Funding (Fiscal Year 2018-19)

Funding is provided from special federal and state programs to supplement the core instructional program provided by the school district.

Program	Amount
Next Generation Science Standards (NGSS)	$1,000
Lottery Instructional Materials	27,569
Title I	98,221
Total	$126,790

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.

SCHOOL ACCOUNTABILITY REPORT CARD

- 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.