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Grades K-5

Foothill Oak 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

Foothill Oak Elementary is an inclusive community which empowers each student to lead their own learning.

Principal's Message

At Foothill Oak Elementary School, we model our district values of trust, respect, collaboration, and equity to work within and across grade levels to continuously refine teaching and improve student learning. We are a comprehensive elementary school located in the northeastern part of the city of Vista, serving students in transitional kindergarten through fifth grade with an enrollment of nearly 600 students. Through a full-inclusion model, all of our students, including English learners and students with special needs, participate in rigorous grade-level curriculum. Our teachers collaborate to provide specific, designated instruction related to individual student needs as well as integrated instruction in which students can apply the skills and concepts they have learned in complex content.

While continuously improving curriculum and instruction aligned to the Common Core State Standards for English Language Arts and Math, the Next Generation Science Standards and the California State Standards for English Language Development and all other content areas, we are also working to refine our programs and interventions to develop the social, emotional, and behavioral skills of our students. We are amplifying our positive behavioral systems, including emotional intelligence, bullying prevention, and conflict resolution, so our students learn the critical literacies of how to collaborate and interact with respect and trust with each other and with the adults in their lives.

Major Achievements

- **Leader in Me:** Foothill Oak received a multi-year grant, and we completed our second year as a Leader in Me school. Through this program, students and staff apply the 7-Habits of Highly Effective People. All staff and students take on leadership responsibilities and participate in action teams to address the needs identified by our community. Each student maintains an individual Leadership Notebook in which they set and monitor their own learning goals and lead the monitoring of our school-wide goals. Our Student Lighthouse Team leads our monthly assemblies and helps to facilitate our annual Leadership Day celebration.
- **Healthier US Schools Gold Level Award:** Our school was awarded a gold level award through the USDE Healthier Schools Program. In addition to our balanced and healthy school meal programs that are available for free to all students, we have a well-established Wellness curriculum. All students participate in weekly physical wellness instruction with our Wellness Teacher, and they also set and monitor their own wellness goals.
- **STEM Lab:** Our students participate in weekly STEM Lab classes with our STEM lab teacher. They experience innovative, hands-on learning opportunities, including Lego and Rokenbok engineering as well as a variety of NGSS aligned lessons.
- **Kindness Certification:** Once more, we received Kindness Certification and participated in the National Kindness Week.
- **Federal Program Monitoring:** Our school was selected for in-depth monitoring of curriculum and instruction by representatives from the California Department of Education. This study included school and classroom visitations, review of school documents and interviews with parents, students and staff. We received high commendations for the quality of our programs!

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- Parent participation programs have continued to increase significantly with the support of a full-time community liaison. In addition to core parent involvement committees (School Site Council, English Learner Advisory Committee, Parent Teacher Association) we continue to offer a variety of family workshops in math and language arts as well as courses specifically for parents in technology, English language development, parenting, school-home partnerships, nutrition, and others. Parents report feeling greater inclusion, more informed, and better prepared to support their children.
- 1:1 Technology: All Kindergarten and First Grade students have iPads, and students in Grades 2-5 have Chromebooks that they use daily to supplement teacher-provided instruction to individualize their goals and progress. We also have a take-home device program so that students can use technology at home to advance their learning.
- We are continuing incentive programs for parents and students to improve student attendance and decrease tardiness and chronic absenteeism. Through parent and student training, motivation, and support, we will be positioned to increase learning time.

Student Enrollment by Grade Level (2018-19)

Grade Level	Enrollment
Kindergarten	88
Grade 1	104
Grade 2	92
Grade 3	90
Grade 4	119
Grade 5	91
Total Enrollment	584

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

Student Enrollment by Subgroup (2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.3%
American Indian or Alaska Native	0.3%
Asian	0%
Filipino	0.7%
Hispanic or Latino	92.6%
Native Hawaiian or Pacific Islander	0.5%
White	3.6%
Two or More Races	1.9%
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	97.8%
English Learners	54.8%
Students with Disabilities	10.4%
Foster Youth	0%
Homeless	21.7%

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

Focus for Improvement

- Entering our third year of Leader in Me, our staff leadership action teams have set Wildly Important Goals (WIGS) for achievement at the school level, as well as within individual grade levels. Each student is maintaining their personal leadership notebook with their WIGS and monitoring their strengths, successes, and growth across the school year.
- We are in our second year of implementing Student Learning Labs, in which all students receive 2.5-3.5 hours a week of STEM (Science, Technology, Engineering, and Mathematics), Visual/Performing Arts, Wellness, Leadership Skills, and Library/Media Skills. Classroom teachers participate in Learning Labs in which they analyze student progress data, engage in professional learning, and collaboratively plan lessons.
- In curriculum and instruction, we are working with national experts to develop integrated units of instruction aligned to our science, history/social studies, and English Language Arts standards. Our intent to support our students to learn to read, write, listen, speak and think through the lenses of rigorous academic content.
- Grade levels are collaborating to refine daily, designated English Language Development time by students' levels of language proficiency. This specialized instructional time provides an opportunity for students to develop confidence in using English at their level in a low-risk environment that supports their academic success while in content instruction throughout the day.
- We are continuing to refine our systems and programs to help them learn and grow socially, emotionally, and behaviorally. Our full-time counselor and psychologist work closely with administration and teachers to implement our basic programs for positive character development as well as interventions for students who need additional support and instruction. We are implementing the Leader in Me program and Yale RULER: Anchors of Emotional Intelligence this year schoolwide.

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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	25	26	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.

Math: 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.

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, 2018.

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: <i>A Legacy of Literacy-Medallion Upgrade</i>	2010	Yes	0%
Mathematics	Great Minds— <i>Eureka Math</i>	2018	Yes	0%
Science	Delta <i>Full Option Science System</i> (FOSS)	2007	Yes	0%
History-Social Science	Pearson Scott/Foresman <i>History Social Science for California</i>	2006	Yes	0%
ELD	Hampton Brown <i>Avenues</i>	2009	Yes	0%

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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.

Specialized Services

Extended Learning Program: Extended learning opportunities are essential for our students at Foothill Oak to support closing the achievement gap. While we are seeing the most significant improvements in academic preparedness through our early learning programs, which provide a year of formative learning before entering kindergarten, our students who are not entering with this foundational experience require extended learning during each school year to achieve their English and academic goals. This year, we hosted our second Kindergarten Jumpstart, offering two weeks of early orientation before the start of school. Parents were invited to participate in workshops and connect with community service and resource providers while getting to know our school community while their children acclimated to their classrooms.

Our ASES program provides an enrichment program intervention, enrichment, and homework support that serves over 140 of our students in an afterschool program. The students in this program have time to work on their homework, learn new things, participate in nutrition and physical activities, and get tutoring in ELA and math. Our Migrant Education program provides an extended learning program as well as an in-class tutoring program in conjunction with Mini Corps for migrant students. Classroom teachers also offer tutorials for their students before, after and during school.

Special Education Program: We are very proud of our progress in building a collaborative and inclusive instructional model at Foothill Oak in which all students learn together with their peers and receive the supplemental services they need to successfully access grade-level curriculum. Students with moderate to severe learning differences are entitled to individual education plans (IEP) and extra attention, and their IEPs designate their personalized time for inclusion in the grade-level classroom as well as time for separate, intensive instruction related to their individual needs. Foothill Oak Elementary School is staffed with three resource specialists, five full-time instructional assistants, one full-time speech and language pathologist, a full-time speech therapist aide, a part-time psychologist and a part-time registered nurse. When needed, the district also provides counselors, social workers, behavior specialists, and home-school liaisons to assist families in helping their children succeed in school. We are seeing the results of these efforts to refine our program for our students with special needs in their increased progress in meeting behavioral and academic goals, and we are also seeing the benefits of our model in developing understanding and tolerance of differences among all students in our school.

English Learner Program: The majority of our students enter school as English learners and are making significant progress toward English proficiency. We group students with similar

levels of language proficiency for daily, designated instruction in English as well as embedding strategies for Integrated English Language Development throughout daily instruction. We implement a blended curriculum of technology-based and teacher-directed instruction to build academic language, increase vocabulary acquisition and reading comprehension in English aligned to the California English Language Development Standards. This program provides our learners with oral and written English practice and enables them to access the curriculum in all subjects. All our teachers are certified to teach English Learners, and several teachers are also certified as bilingual and/or can provide primary language support for newcomers and students at the beginning levels of learning English.

Technology

Foothill Oak has one computer device for every student in Kindergarten – Grade 5 and one device for every two students in Transitional Kindergarten. All kindergarten and first-grade classes have iPads and second through fifth grades use chrome books. This year we added a shared cart of iPads to be utilized by 4th and 5th-grade students to create multimedia projects. We also added a shared cart of Chromebooks to be used for Open Lab after school, for tutorials, and parent technology workshops.

Each class at Foothill Oak is moving towards 21st-century skills through helping our student's access technology in new and innovative ways. Our students are using their devices to create presentations, research papers, collaborate and communicate with their teachers and with each other. Students use Google Apps to work on shared documents at the same time, create presentations, and find assignments. Several teachers are using Class Dojo as a tool to provide immediate feedback and reinforcement to students and timely information on student behavior and progress to parents.

The students use their electronic devices daily access ST Math, Lexia, myOn, Achieve 3000, Reading Plus, iReady and other learning programs. ST Math is an online math program that teaches students mathematical concepts through puzzles and games. It provides immediate feedback and students are setting and monitoring individual progress goals. Lexia is a personalized foundational literacy skills program that places students along a PreK-Grade 5 continuum based on their entry level assessment and progresses students on an individualized basis along with a continuum of instruction, corrective feedback, and celebration of success. Students are setting and monitoring personal goals related to Lexia and are given a recommended usage time to support arriving at and exceeding grade level goals. Headsprout and Reading Eggs also support basic reading and comprehension skills. myOn and Achieve 3000 provide individualized online libraries and instructional resources to extend independent reading and teach critical thinking, reading and writing skills they need to reach and exceed grade level standards. Students can access these programs whenever they access the Internet, even at home and we provide links, training and resources to parents to support extended learning time at home using these highly effective tools.

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These technology skills will allow our students to be prepared for the state SBAC assessment. The SBAC is given to grades 3-5 and is completely online. The skills practiced and mastered in the classroom will provide the necessary background knowledge Foothill Oak students need to be successful.

Library

Our elementary school library/media technician is on site five days a week. She has an extensive collection of library books, reference materials, and an online database. The library has eight student computers to use for research, to extend personalized learning time and to search for books in our online library catalog. All elementary students visit the library once every week, where they receive instruction in digital citizenship, using the library, conducting computer searches, and using reference materials. Students also receive instruction in using online databases and resources, technology apps and internet tools, quality website research skills, digital citizenship and web-based lessons. Students are read books with extended lesson plans to support the teacher curriculum. Students in grades 1–3 check out one book per week. Students in grades 4 & 5 check out two books every week. This year, our library/media technician is creating extended opportunities before and after school, as well as offering “open library” time during student lunches, to motivate students to continue to read, check out books and enjoy the library!

School Facilities

School Facility Conditions and Planned Improvements

Foothill Oak opened its doors on September 7, 2004. Classrooms are cleaned daily, and the grounds and buildings are regularly maintained through a district-wide schedule. Classrooms have adequate desks and lighting. As a Personal Learning Challenge school, we have gradually introduced alternative seating options in classrooms and have been augmenting outdoor learning spaces. All classrooms and offices on campus will complete flooring replacements in the 2019-20 school year.

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.

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 September 3, 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			One room wall has dry wall exposed. More than one room stained ceiling tiles. One room torn wallpaper.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			No repairs needed at the time of inspection.
Electrical: Electrical	X			No repairs needed at the time of inspection.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			One restroom urinal and faucet not working.
Safety: Fire Safety, Hazardous Materials	X			One room paper cutter unsecured. MPR fire extinguisher missing on stage. One room ramp ground wire missing. One room aquarium products within reach of children. One room fire extinguisher blocked. One room chemicals within reach of children.
Structural: Structural Damage, Roofs	X			One room metal ramp warped.
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%		

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Maintenance and Repair

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

Pupil Outcomes

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	35%	32%	49%	49%	50%	50%
Mathematics	31%	27%	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.

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	300	297	99.00%		31.99%
Male	139	137	98.56%		29.93%
Female	161	160	99.38%		33.75%
Black or African American	--	--	--		
American Indian or Alaska Native	--	--	--		
Asian					
Filipino	--	--	--		
Hispanic or Latino	275	274	99.64%		29.93%
Native Hawaiian or Pacific Islander	--	--	--		
White	11	11	100.00%		63.64%
Two or More Races	--	--	--		
Socioeconomically Disadvantaged	296	293	98.99%		32.08%
English Learners	197	194	98.48%		25.77%
Students with Disabilities	46	46	100.00%		4.35%
Students Receiving Migrant Education Services	32	32	100.00%		28.13%
Foster Youth					
Homeless					

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

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

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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	300	300	100.00%		27.33%
Male	139	139	100.00%		33.81%
Female	161	161	100.00%		21.74%
Black or African American	--	--	--		
American Indian or Alaska Native	--	--	--		
Asian					
Filipino	--	--	--		
Hispanic or Latino	275	275	100.00%		24.36%
Native Hawaiian or Pacific Islander	--	--	--		
White	11	11	100.00%		72.73%
Two or More Races	--	--	--		
Socioeconomically Disadvantaged	296	296	100.00%		27.03%
English Learners	197	197	100.00%		22.34%
Students with Disabilities	46	46	100.00%		4.35%
Students Receiving Migrant Education Services	32	32	100.00%		31.25%
Foster Youth					
Homeless					

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

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

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

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

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (2018-19)

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

Grade Level	Percent of Students Meeting Fitness Standards (on all six fitness standards)		
	Four of Six	Five of Six	Six of Six
5	23.9%	15.2%	13.0%

Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parent Involvement

Contact: Glenda Garcia, Community Liaison

Phone Number: (760) 631-3458

At Foothill Oak, we believe that parents are critical and essential members of a collaborative team to help our students learn and grow into healthy, happy, and academically prepared individuals. We actively recruit and encourage parents to be involved in what we are doing on campus and to give us regular feedback on what they see as our successes and what they think we need to improve or focus on next. There are many main parents involved in our school. The first is by volunteering in their child’s classroom. Parents are always welcome to help in our classrooms. The second way is through membership in the ELAC, an advisory group that guides the instructional programs for our English learners. The third way for parents to be involved is by joining the PTA or serving on its board. These organizations meet regularly and provide an enhanced school experience for our students through assemblies, school pictures, field trips, school equipment, and other donations of time and materials to the school. The fourth way parents are involved is through membership in the SSC.

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This elected group conducts reviews of school performance yearly and designated funds from their budget to support the school's Single Plan for Student Achievement (SPSA). The money allocated by the SSC comes from the state and federal governments. We host a highly successful monthly coffee meeting with parents designed to provide timely updates but primarily to get input and feedback from parents, connect them with school and community resources and to answer any questions they have about our programs or how they can help their children. We also offer a variety of parent involvement workshops in which parents can grow their knowledge and skills to better support the learning of their children as well as family nights where parents and children can come to enjoy family time for both learning (Family math/science and Family literacy nights) and entertainment (magic nights, movie nights, Back to School Night, Open House, etc.).

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

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

	School		
	2016-17	2017-18	2018-19
Suspensions	1.5%	3.5%	2.5%
Expulsions	0.0%	0.0%	0.0%
	District		
	2016-17	2017-18	2018-19
Suspensions	3.1%	3.7%	4.0%
Expulsions	0.0%	0.1%	0.1%
	State		
	2016-17	2017-18	2018-19
Suspensions	3.6%	3.5%	3.5%
Expulsions	0.1%	0.1%	0.1%

Discipline

Students at our school are given every possible opportunity to make good choices. We have behavior assemblies and many incentive programs that allow our children to learn the rules of the school. When students do not make good choices, we view this as a learning opportunity in which our young learners participate in specific interventions and counseling to help them recognize what they have done, what the impact of their decisions has had on themselves, their classmates, their families and the school community and to make reparations for what they have done, rather than just administering punitive measures. Our classroom teachers design in-class systems to help students monitor, goal set and adjust their behaviors. Our yard duty staff is beginning to use conflict resolution techniques to intervene and support students in learning to play

cooperatively and collaboratively with each other. Our administrative and counseling team worked together to develop an immediate and caring response system for students who have serious behavior concerns. Staff also responds immediately to concerns shared by parents and other adults. We teach conflict resolution and good character, including anger management, and reward students for positive behavior.

Infrequently, however, we find it necessary to suspend students who break school rules that are outlined in the California Education Code. We report only suspensions in which students are sent home for a day or longer. We do not report in-school suspensions, in which students are removed from one or more classes during a single school day. 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.

This year, we are refining our Character Education Program – Roadrunners R.O.C.K (We **R**espect ourselves and others. We **O**wn our choices. We **C**are for ourselves, each other and our school and We **K**eeep our focus). Each month classroom teachers highlight one student who has demonstrated these character traits. These students are awarded with a certificate during a school assembly and get to each. Each time a student exhibits the monthly trait, he/she receives a certificate. Certificates are redeemed in the office for awards, depending on the amount.

School Safety

SB187 Safety Plan

Date the plan was last updated/approved: May 9, 2019

Date the plan was last reviewed with staff: June 4, 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 regularly.



SCHOOL ACCOUNTABILITY REPORT CARD

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
Speech/Language/Hearing Specialist	1.0
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Services Staff (paraprofessional)	1.0
Psychologist	1.0
Nurse	0.5
Education Specialists (Special Education)	2.0
Impact Reading Intervention Teacher	1.0
Resource Teachers (STEM, Wellness, Curriculum/Instruction)	3.0

- 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)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School	\$7,821	\$1,566	\$6,255	\$74,611
District				\$79,534
State				\$82,403
Percent Difference: School/District			(6%)	(6%)
Percent Difference: School/State			(17%)	(9%)

- 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	36,034
Title I	137,680
ASES After School Program	109,218
Total	\$283,932

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	25.0	5			22.0	1	5		22.0	4		
Grade 1	21.0	5			23.0	4			26.0	4		
Grade 2	24.0	5			25.0	4			23.0	4		
Grade 3	23.0	5			25.0	5			23.0	4		
Grade 4	29.0	3			33.0	1		2	30.0	4		
Grade 5	33.0	1	3		34.0	3			30.0	3		

*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.

SCHOOL ACCOUNTABILITY REPORT CARD

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.

