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Grades K-5

Maryland 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 at Maryland is to empower our students to set high expectations and reach their potential in all aspects of their lives.

Principal's Message

Maryland Elementary School opened in the fall of 2006. At Maryland, we want our learners to utilize the Habits of Mind strategically when faced with challenges to 'Make an Impact.' We value 'Connecting, Collaborating, and Creating' as we think globally and contribute locally. Our focus is on a whole-child approach to teaching and learning to promote inclusive social-emotional, academic, and behavioral success for ALL.

We partner with our families and community through relationship-building and opportunities to be involved within our school. We aim to support mutual, respectful, and responsive interactions, valuing language and culture, to best support our families' needs. Community partners enhance engagement opportunities on our campus through shared opportunities for parenting classes, interventions and supports, and family events (i.e., Camp Mako, College & Career Night, Literacy and Math Nights, STEM Night, and spirit weeks) Engagement in the early years prepares families to be engaged throughout their child's school years. Most importantly, family engagement efforts support the parent-child relationships that are key to a child's healthy development, school readiness, and well-being now and in the future.

Major Achievement

- 2018-2020 MTSS (Multi-Tiered Systems of Support) Inflexion Work, aligned to CA SUMS Initiative
- 2018-2020 Vista Unified P-3 Vanguard School
- 2018-2020 Sanford Harmony Social Emotional Learning Showcase School, Year 2
- 2017-2021 USDA Healthier U.S. School Gold Level Award Recipient-- Award presented for its leadership role in implementing a healthier school nutrition environment.
- 2019 VUSD Personalized Learning School Year 2-- focused in pursuit in the 4 Attributes of Personalized Learning
- Team and Deep Dive Weeks, providing enrichment in visual arts, performing arts through music, STEAM, and character development with our learners.
- Maryland hosts Coffee Connections with parents monthly. We share upcoming information with parents both in the community and at school. We also cover other topics such as technology in the school, family literacy, and nutrition classes.
- 1:1 Device for all learners
- English Language Learners receive 45 minutes of instruction daily.
- We provide differentiated instructional groups during language arts time to target students' needs at their performance level.
- Maryland has an ASES program that supports 95-100 students daily. They provide homework support, computer time, and enrichment activities such as art and sports.
- Promotes critical thinking and social-emotional learning through the utilization of 16 Habits of Mind
- Maryland has a Migrant population that warrants a tutor to work with the students weekly in partnership with Migrant Education, SDCOE
- Maryland promotes volunteerism to support our learners with over 150 volunteers.

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Focus for Improvement

- Continuous school improvement in enhancing the educational excellence of our learners in language, literacy, and mathematics
- Maryland is committed to aligning curriculum with the Common Core State Standards as well as improving literacy and math skills among all students.
- School-wide implementation of the Habits of Mind with all learners
- We focus our staff development on a whole-child approach to personalized learning.
- Restorative Practices helps students understand how to restore their relationships with friends, teachers, and staff. All staff will be trained in the Sanford Harmony social-emotional program. This program is a research-based program designed to support students in the classroom.
- Maryland focuses on improving student literacy. The teachers use formative and summative data to drive their instructional practices.
- We continue to develop family literacy through parent nights and family literacy events. Grade level teams provide parents with tools and strategies to use at home to support their children.

Student Enrollment by Subgroup (2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.6%
American Indian or Alaska Native	0.2%
Asian	0.2%
Filipino	0.5%
Hispanic or Latino	91.9%
Native Hawaiian or Pacific Islander	0.3%
White	3.3%
Two or More Races	2.2%
Student Group (Other)	**Percent of Total Enrollment**
Socioeconomically Disadvantaged	94.6%
English Learners	54.3%
Students with Disabilities	9.5%
Foster Youth	0.3%
Homeless	27.6%

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	108
Grade 1	106
Grade 2	114
Grade 3	116
Grade 4	103
Grade 5	97
Total Enrollment	644

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	25	27	27	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.

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. Our school library hosts an extensive collection of library books, reference materials, and an online database. All elementary students visit the library once every week, where they receive instruction in using the library. The students all check out a book each week and listen to stories read aloud. The library is also open to students during "Friday Lunch Bunch, " and it is open to families on our Family Library Nights.

Technology

Maryland students are 1:1 computer device: iPads in our TK-1 classes; Chromebook in our 2nd-5th- classes; and iPads in our 2nd-5th-grade classes. Our 5th-grade students are participating in a 'device to home and back' program. They purchase the insurance through the district and can take their device home. We also have desktop computers and Chromebooks available in our Community room for use by parents. A variety of software appropriate for each grade level supports student learning. All students have access to computers to reinforce their computer skills. The amount of time they spend working on computers depends on their grade level. Much of the student computer work involves the use of Accelerated Reader, iReading Reading, iReady Math, Lexia Core, Actively Learn, Thrively, Spelling City, Google drive, research, and writing.

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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Specialized Services

Special Education Program: Student's learning differences are sometimes entitled to individual education plans and extra attention. At Maryland Elementary School, there are two full-time Education Specialists and one shared Education Specialist. We have a shared School Psychologist. We have two classrooms dedicated to our Learning Center. These rooms are used for intervention and supporting all students. Also, we have a full-time Language Speech Pathologist. Students enrolled in special education at Maryland meet regularly with a Special Education Teacher who provides specialized small-group and individual instruction based on the student's Individualized Education Program (IEP). When needed, the district also offers a counselor and a home-school liaison to assist families in helping their children succeed in school.

English Learner Program: Our teachers are English only teachers certified to instruct English learners. Some teachers are GLAD (Guided Language Acquisition Development) trained. GLAD provides the teachers with more strategies in teaching our English Language Learners (ELL). Our ELL's receive integrated and designated instruction daily. Instruction focuses on reading, writing, and verbal skills. Teachers are credentialed to teach English learners.

School Facilities

School Facility Conditions and Planned Improvements

Maryland Elementary School was built in 2006. Classrooms are cleaned daily, and the grounds and buildings are regularly maintained through a district-wide schedule. Classrooms have adequate desks and lighting. Our Computer Lab was repurposed into a Maker Space, called our Collaboratory. On the playground, we have a shade structure with picnic tables so that students can take a break during recess. This area can also be used as an outdoor learning space for classes. Our PTA helps to fund beautification projects throughout our campus, such as murals in several areas of our school.

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 August 28, 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 floor vinyl bubbling and cracked in multiple areas. Two rooms stained and loose ceiling tiles. One room tear in wallpaper.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			One room water on floor creating a slip hazard.
Electrical: Electrical		X		Three rooms blocked electrical panel. One restroom hand dryer inoperable. One room light sensor inoperable. One room appliance plugged into power strip. (Cleared electric panel access, replaced light sensor)
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		One room water ponding at toilet. Two exterior drinking fountains chipped exposing rebar. Three restrooms loose toilet seats. One restroom urinal draining slow. (Tightened/adjusted all toilet seats, adjusted urinal flow to prevent overflow)
Safety: Fire Safety, Hazardous Materials	X			Five rooms items stacked to ceiling. One fire extinguisher in recharge zone. One room fire extinguisher blocked and not in green zone.
Structural: Structural Damage, Roofs	X			No repairs needed at the time of inspection.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			One room door jam rusted off at the base.

Overall Rating	Exemplary	Good	Fair	Poor
		93.84%		

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	33%	34%	49%	49%	50%	50%
Mathematics	23%	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.

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.

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	316	305	96.52%		34.43%
Male	165	162	98.18%		35.80%
Female	151	143	94.70%		32.87%
Black or African American	--	--	--		
American Indian or Alaska Native					
Asian					
Filipino	--	--	--		
Hispanic or Latino	289	282	97.58%		34.04%
Native Hawaiian or Pacific Islander	--	--	--		
White	11	11	100.00%		36.36%
Two or More Races	--	--	--		
Socioeconomically Disadvantaged	306	296	96.73%		34.46%
English Learners	220	211	95.91%		34.12%
Students with Disabilities	40	40	100.00%		5.00%
Students Receiving Migrant Education Services	17	17	100.00%		41.18%
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.

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	316	313	99.05%		26.92%
Male	165	164	99.39%		32.52%
Female	151	149	98.68%		20.81%
Black or African American	--	--	--		
American Indian or Alaska Native					
Asian					
Filipino	--	--	--		
Hispanic or Latino	289	286	98.96%		26.32%
Native Hawaiian or Pacific Islander	--	--	--		
White	11	11	100.00%		36.36%
Two or More Races	--	--	--		
Socioeconomically Disadvantaged	306	304	99.35%		26.40%
English Learners	220	220	100.00%		25.00%
Students with Disabilities	40	40	100.00%		5.00%
Students Receiving Migrant Education Services	17	17	100.00%		29.41%
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	16.7%	10.4%	3.1%

Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parent Involvement

Contact: Your Child's Teacher
Phone Number: (760) 631-6675
Maryland's School Site Council (SSC) includes staff and parents and oversees our School Improvement Program. Our English Language Advisory Committee (ELAC) provides guidance with programs designed to support English learners. We have a Community Liaison who will be instrumental in generating parent involvement. Also, our Parent Teacher Association (PTA) works to support our school campus and instructional programs. We hold a variety of events designed to involve parents and students, including Family Literacy Nights and Family Math Nights throughout the year. Our parent involvement policy is included in our Parent/Student Handbook. Classroom volunteers are always.

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State Priority: School Climate

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

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

Suspensions and Expulsions

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

	School		
	2016-17	2017-18	2018-19
Suspensions	0.0%	2.0%	1.4%
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

School-wide expectations are displayed and taught to our learners. We utilize the Code of Conduct of S.H.A.R.K., which is an acronym for 'Strive for Success, Honesty, Attitude, Respect, Kindness." There are rewards for students demonstrating positive behavior. Learners who demonstrate a positive behavior may be recognized by a SHARK ticket. SHARK tickets are announced weekly and earn the title of 'SHARK of the Week.'

When necessary, the Administrators handle discipline issues with individual students. We teach conflict resolution strategies, Habits of Mind, and utilize restorative practices to promote learning. At times we find it necessary to suspend students who break school rules that are outlined in the California Education Code. We report only suspensions in which students are sent home for a day or longer. We do not report in-school suspensions, in which students are removed from one or more classes during a single school day. Expulsion is the most severe consequence we can impose. Expelled students are removed from the school permanently and denied the opportunity to continue learning here.

School Safety

SB187 Safety Plan

Date the plan was last updated: August 2019
Date the plan was last reviewed with staff: October 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.

Maryland Elementary School provides a calm, safe, clean, orderly campus. We have adult supervision during recess, lunch, and both before and after school. The student safety patrol supplements the regular adult supervision of students before and after school. We routinely go over safety rules with students, and we practice fire, earthquake, lockdown, and other disaster drills regularly. Adult staff members are assigned to teams and responsibilities are delegated to ensure the safety of everyone on campus. Areas are designated for a command post, medical support, and a location for family unification. Portable radios are available on campus to enhance communication.

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
Library Media Services (paraprofessional)	1.0
Nurse	0.5
Psychologist	0.5
Speech/Language/Hearing Specialist	1.0
Counselor (Social/Behavioral or Career Development)	1.0
Resource Specialist (non-teaching	2.5

* 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.

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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	21.0	1	4		23.0		5		22.0	2	3	
Grade 1	25.0		4		22.0		4		24.0		4	
Grade 2	24.0		4		24.0		4		25.0		5	
Grade 3	22.0		4		22.0		4		23.0		5	
Grade 4	32.0		1	2	34.0			2	33.0		1	2
Grade 5	32.0		2	1	34.0			3	34.0			3

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

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	$8,157	$1,647	$6,510	$78,552
District			$6,628	$79,534
State			$7,507	$82,403
Percent Difference: School/District			(2%)	(1%)
Percent Difference: School/State			(13%)	(5%)

- **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 state and federal special programs to supplement the core instructional program provided by the school district.

Program	Amount
Next Generation Science Standards (NGSS)	$1,000
National University—Harmony	25,000
Lottery Instructional Materials	16,185
ASES After School Program	119,704
Title I	115,192
Total	$277,081

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

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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.

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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.