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Grades K-5

# Vista Academy of Visual & Performing Arts

**School Accountability Report Card**  
Reported Using Data from the 2017-18 School Year  
Published During 2018-19

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## About This School

### Mission Statement

Vista Academy's Mission is to inspire every student to be a confident global citizen and critical thinker through a rigorous, arts integrated and innovative academic community.

### Vision Statement

The Vision of Vista Academy is to be the model of educational excellence through innovative arts integration and intercultural understanding.

### Values

- **To Serve:** by engaging in service within the school and in the extended community.
- **To Respect:** by honoring the creative process and treating each other with dignity.
- **To Collaborate & Communicate:** by fostering strong home, school and community relationships.

### Principal's Message

Vista Academy of Visual and Performing Arts is putting the "A" in STEAM (Science, Technology, Engineering, Arts, and Math). Our school program provides kindergarten through fifth-grade students with an arts-integrated, inquiry-based educational program. As an International Baccalaureate (IB) World School, our positive learning environment is a culmination of California State Board of Education adopted Common Core, Next Generation science, social studies and visual and performing arts standards.

"The IB Primary Years Programme (PYP) is a curriculum framework designed for students aged 3 to 12. It focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside. It is defined by six transdisciplinary themes of global significance, explored using knowledge and skills derived from six subject areas, with a powerful emphasis on inquiry-based learning (<http://www.ibo.org/pyp/>)"

We are committed to developing the intellectual, emotional and artistic potential in each child. With our mission *to inspire every student to be a confident global citizen and critical thinker through a rigorous, arts-integrated and academic community*; Vista Academy students shine on stage, in the classroom, and in their community. Some of our instructional highlights include:

- K-5 grade level, public, magnet school
- All students receive instruction in dance, drama, music and art every week, during the instructional day.
- Curriculum taught through arts-integrated, Units of Inquiry
- Annual Grade level production and art shows
- 1:1 devices (iPad and Chromebook)
- Personalized learning
- After school Arts Conservatory classes
- "iWonder" Exploratorium Lab (Maker Space)
- Staff and facilities dedicated for arts instruction
- Spanish as a 2<sup>nd</sup> language
- Fall Musical and Spring Showcase
- Integrated service-learning/action-based learning opportunities



## SCHOOL ACCOUNTABILITY REPORT CARD

### Major Achievements

- In the Spring of 2017, we were officially authorized as an IB World School.
- In the Spring of 2016, our school was 1 of 2 schools to earn three separate recognitions by the State of California:
  - California Gold Ribbon School
  - Title I High Academic Achievement Award
  - Excellence in the Arts
- Garnered a five-year financial commitment from VUSD's Board to write a three year strategic plan to rebuild the magnet school, including arts integration and IB-PYP.
- We are proud of our fully integrated K--5 arts magnet program. Our school news team won the KWN National Award in 2009 for a news broadcast on teacher Peg Trout who wrote and published a book about women in war.
- We received the "Unity in Action" award in December 2011 from the San Diego Regional Hate Crimes Coalition's Education Committee.

### Focus for Improvement

- Vista Academy is participating in a Personal Learning Challenge Cohort (supported by VUSD) to build on each student's strengths, interests, and values. We will be focusing on five key pathways:
  - Technology Infrastructure
  - Student Profile
  - Competency Based
  - Learning Environment
  - Success Criteria
- Vista Unified School District is committed to aligning curriculum with the California Content Standards as well as improving literacy skills and reading comprehension among all students.
- Refinement of our 6 Inquiry Units at all grade levels. This Program of Inquiry will ensure vertical and horizontal articulation of Common Core Standards throughout a child's K-5 school experience.
- Vista Academy is dedicated to raising student achievement for all our students within the vision of an integrated arts and innovation approach.



### Student Enrollment by Grade Level (2017-18)

This table displays the number of students by grade level that were enrolled at the school on the previous year Fall Census Day (first Wednesday in October). The data source is the certified California Longitudinal Pupil Achievement Data System (CALPADS) Fall 1 data.

| Grade Level             | Enrollment |
|-------------------------|------------|
| Kindergarten            | 102        |
| Grade 1                 | 96         |
| Grade 2                 | 99         |
| Grade 3                 | 104        |
| Grade 4                 | 101        |
| Grade 5                 | 106        |
| <b>Total Enrollment</b> | <b>608</b> |

### Student Enrollment by Subgroup (2017-18)

This table includes the percentage of students enrolled at the school on the previous year Fall Census Day (first Wednesday in October) by racial/ethnic student group, and the percentage of students at the school who are identified as socioeconomically disadvantaged (SED), English Learners (ELs), students with disabilities, and foster youth. The data source is the certified California Longitudinal Pupil Achievement Data System (CALPADS) Fall 1 data.

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American           | 1.0%                        |
| American Indian or Alaska Native    | 0.0%                        |
| Asian                               | 0.3%                        |
| Filipino                            | 1.2%                        |
| Hispanic or Latino                  | 87.0%                       |
| Native Hawaiian or Pacific Islander | 0.2%                        |
| White                               | 9.0%                        |
| Two or More Races                   | 1.3%                        |
| Student Group (Other)               | Percent of Total Enrollment |
| Socioeconomically Disadvantaged     | 83.2%                       |
| English Learners                    | 47.9%                       |
| Students with Disabilities          | 16.8%                       |
| Foster Youth                        | 0.0%                        |

### Conditions of Learning

#### 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 |
|--|---------|---------|---------|----------|
|  | 2016-17 | 2017-18 | 2018-19 | 2018-19  |
| <b>With Full Credential</b>                        | 33      | 34      | 34      | 982      |
| <b>Without Full Credential</b>                     | 0       | 0       | 0       | 0        |
| <b>Teaching Outside Subject Area of Competence</b> | 0       | 0       | 0       |          |

## SCHOOL ACCOUNTABILITY REPORT CARD

### 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).

|   | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| <b>Misassignments of Teachers of English Learners</b> | 0       | 0       | 0       |
| <b>*Total Teacher Misassignments</b>                  | 0       | 0       | 0       |
| <b>Vacant Teacher Positions</b>                       | 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 kindergarten through fifth grade mathematics instruction program is Pearson Scott Foresman *enVision Math*. This program focuses on the key mathematics standards defined in the Mathematics Framework for California Public Schools. This comprehensive program includes daily lesson support, intervention (extra help), assessment resources, and technology links, ensuring that all mathematics areas are taught and assessed at every grade level. Teachers provide the foundations that are crucial to students' success as they develop number sense and learn to understand mathematical relationships.

**Science:** Our elementary science curriculum promotes a hands-on approach to studying earth, life, physical, and investigative and experimental sciences utilizing the Next Generation Science Standards (NGSS). 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 2018-19)

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 2018-19 pursuant to Education Code Sections 60119, 60422(b) and 60451 was done on October 18, 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 |
|-------------------------------|--|------------------|---|---|
| <b>Reading/Language Arts</b>  | Houghton Mifflin Reading:<br><i>A Legacy of Literacy-Medallion Upgrade</i> | 2010             | Yes                                       | 0%  |
| <b>Mathematics</b>            | Pearson Scott/Foresman- <i>enVision Math</i>                               | 2009             | Yes                                       | 0%  |
| <b>Science</b>                | Delta <i>Full Option Science System</i> (FOSS)                             | 2007             | Yes                                       | 0%  |
| <b>History-Social Science</b> | Pearson Scott/Foresman<br><i>History Social Science for California</i>     | 2006             | Yes                                       | 0%  |
| <b>ELD</b>                    | Hampton Brown <i>Avenues</i>   | 2009             | Yes                                       | 0%  |

## SCHOOL ACCOUNTABILITY REPORT CARD

### Library

Our 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. All students visit the library once every week, where they receive instruction that is related to their grade level unit of study, conduct computer searches and uses reference materials. The library is also open to students during lunch and before school. We also offer family 'Library Nights' throughout the year.

### Technology

We are 1:1 with Chromebooks in kindergarten through fifth grade. Additionally, we have one mobile iPad cart.

### Specialized Services

**Special Education Program:** Vista Academy is staffed with three full-time Education Specialists in our learning centers, four Education Specialists who serve as SDC teachers, two Speech & Language Pathologists, one full-time Psychologist, and 20 Instructional Aides to support and meet the needs of students with special needs. Our students in our SDC classes are mainstreamed into our Arts classes and within the general education classes when they are able. Our mild/moderate level students receive academic and behavioral support both in the regular education classroom setting and in the Learning Center as appropriate and outlined in each student's Individualized Education Program (IEP). Education Specialists and regular education teachers collaborate to support students with special needs.

**English Learner Program:** Students who enter Vista Academy without fluency in English receive specialized instruction. We currently have 292 English Learner students enrolled. Individual classroom teachers provide English Language Development (ELD) instruction both through direct instruction (designated ELD) and through the other core subjects (integrated ELD). In Spring 2018, students took the first administration of the new English Learner Proficiency Assessments for California (ELPAC). Because the state of California is still developing new criteria for reclassifying students, only a handful of English Learners at Vista Academy were reclassified in 2017-2018. Parents of ELLs are involved at Vista Academy through our English Language Acquisition Committee (ELAC) and various parent engagement opportunities throughout the year. Overall, our ELD plan incorporates all aspects of a quality educational program: best teacher practice, effective monitoring methods, parent involvement, extended learning for ELLs, and student access to the curriculum through engaging activities, technology, and the arts.

### School Facilities

#### School Facility Conditions and Planned Improvements

Our school was built in 1951. Classrooms are cleaned daily, and the grounds and buildings are regularly maintained through a district-wide schedule. Classrooms have adequate desks and lighting. The school has recently received the following improvements: new gym, field, and track. The school is perfectly designed to support the Arts Integration with a performing arts center, drama lab, two dance studios, a STEAM lab, an art room and a music room. With the recent passage of the school bond in November 2018, Vista Academy will be receiving upgrades to our fire alarm system, and bathroom and front office/library renovations.

#### 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.



We are an IB World School.

## SCHOOL ACCOUNTABILITY REPORT CARD

### School Facility Good Repair Status (School Year 2018-19)

To determine the condition of our facilities, our district sends experts from our facilities team to inspect them. They use a survey, called the Facilities Inspection Tool, issued by the Office of Public School Construction. Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed. The inspection took place on December 11, 2018.

| System Inspected  | Repair Status |      |      | Repair Needed and Action Taken or Planned   |
|---|---------------|------|------|---|
|   | Good          | Fair | Poor |   |
| <b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer                       | X             |      |      | One room HVAC registers missing.  |
| <b>Interior:</b> Interior Surfaces                                      |               |      | X    | More than one room carpet damaged. More than one room floor tile damaged. One room raw drywall patch. More than one room ceiling tiles damaged. One room walls damaged. Paint touched up and plaster/drywall and tack board damage planned repair Winter Break 2018. damaged/stained ceiling tiles planned replacement Winter Break 2018. Peeling floor tiles planned repair Summer 2019. Patch holes planned repair Winter Break 2018. Base cove/tack cloth/dry wall planned repair Winter Break 2018. Carpet replacement planned for Summer 2019. Floor Repair planned for Winter Break 2018. |
| <b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation       | X             |      |      | No repairs needed at the time of inspection.  |
| <b>Electrical:</b> Electrical   |               | X    |      | More than one room appliances plugged into power strip. One room access to electrical panel blocked. One room J-Box missing cover. One room light inoperable. In op light fixtures planned repair Winter Break 2018. Exposed wires removed Fall 2018. Appliances plugged into power strips corrected immediately after inspection. Electrical panels unblocked immediately after inspection.  |
| <b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains                 | X             |      |      | One room sink inoperable.   |
| <b>Safety:</b> Fire Safety, Hazardous Materials                         | X             |      |      | One room fire exit door obstructed.   |
| <b>Structural:</b> Structural Damage, Roofs                             | X             |      |      | Gutter falling off near room 303.   |
| <b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences | X             |      |      | No repairs needed at the time of inspection.  |

| Overall Rating | Exemplary | Good | Fair   | Poor |
|----------------|-----------|------|--------|------|
|                |           |      | 94.15% |      |

### 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   |         |
|                     | 2016-17   | 2017-18 | 2016-17  | 2017-18 | 2016-17 | 2017-18 |
| <b>ELA/Literacy</b> | 34%   | 38%     | 46%      | 49%     | 48%     | 50%     |
| <b>Mathematics</b>  | 20%   | 19%     | 33%      | 33%     | 37%     | 38%     |

**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.

**SCHOOL ACCOUNTABILITY REPORT CARD**
**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 Assessment Results-Test Results in ELA by Student Groups, Grades 3-5 (2017-18)**

| Student Groups                                | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students                                  | 310              | 306           | 98.71%         | 38.24%                  |
| Male  | 155              | 154           | 99.35%         | 29.22%                  |
| Female  | 155              | 152           | 98.06%         | 47.37%                  |
| Black or African American                     | --               | --            | --             | --                      |
| American Indian or Alaska Native              | --               | --            | --             | --                      |
| Asian   | --               | --            | --             | --                      |
| Filipino                                      | --               | --            | --             | --                      |
| Hispanic or Latino                            | 273              | 270           | 98.90%         | 36.30%                  |
| Native Hawaiian or Pacific Islander           | --               | --            | --             | --                      |
| White   | 24               | 23            | 95.83%         | 47.83%                  |
| Two or More Races                             | --               | --            | --             | --                      |
| Socioeconomically Disadvantaged               | 264              | 260           | 98.48%         | 35.00%                  |
| English Learners                              | 193              | 192           | 99.48%         | 27.60%                  |
| Students with Disabilities                    | 73               | 73            | 100.00%        | 19.18%                  |
| Students Receiving Migrant Education Services | 29               | 29            | 100.00%        | 44.83%                  |
| Foster Youth                                  | --               | --            | --             | --                      |

**CAASPP Assessment Results-Test Results in Mathematics by Student Groups, Grades 3-5 (2017-18)**

| Student Groups                                | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students                                  | 310              | 305           | 98.39%         | 19.41%                  |
| Male  | 155              | 153           | 98.71%         | 17.76%                  |
| Female  | 155              | 152           | 98.06%         | 21.05%                  |
| Black or African American                     | --               | --            | --             | --                      |
| American Indian or Alaska Native              | --               | --            | --             | --                      |
| Asian   | --               | --            | --             | --                      |
| Filipino                                      | --               | --            | --             | --                      |
| Hispanic or Latino                            | 273              | 270           | 98.90%         | 18.22%                  |
| Native Hawaiian or Pacific Islander           | --               | --            | --             | --                      |
| White   | 24               | 23            | 95.83%         | 30.43%                  |
| Two or More Races                             | --               | --            | --             | --                      |
| Socioeconomically Disadvantaged               | 264              | 259           | 98.11%         | 16.28%                  |
| English Learners                              | 193              | 192           | 99.48%         | 14.14%                  |
| Students with Disabilities                    | 73               | 73            | 100.00%        | 8.22%                   |
| Students Receiving Migrant Education Services | 29               | 29            | 100.00%        | 20.69%                  |
| Foster Youth                                  | --               | --            | --             | --                      |

**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.

## SCHOOL ACCOUNTABILITY REPORT CARD

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

| Subject | School  |         | District |         | State   |         |
|---------|---------|---------|----------|---------|---------|---------|
|         | 2016-17 | 2017-18 | 2016-17  | 2017-18 | 2016-17 | 2017-18 |
| Science | N/A     | N/A     | N/A      | N/A     | N/A     | N/A     |

**Note:** The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

**Note:** Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in both assessments.

### Other Pupil Outcomes

#### California Physical Fitness Test Results (2017-18)

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           | 14.3%  | 31.4%       | 17.1%      |

### Engagement

#### State Priority: Parental Involvement

**Contact Person:** Benjie Walker, Principal

**Contact Phone Number:** (760) 941-0880

Our School Site Council (SSC) approves our Single School Plan and School Improvement Program/Title I budgets. This council is always made up of equal numbers of staff and parent members. We have an English Language Advisory Committee to advise the principal on program development for English learners. Vista Academy Foundation supports all students and teachers with a book fairs, and raises and allocates money for arts programs during and after school. Monthly coffee with the principal meetings also informs parents of upcoming events and ways for parents to get involved.

### State Priority: School Climate

#### 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  |         |         |
|-------------|---------|---------|---------|
|             | 2015-16 | 2016-17 | 2017-18 |
| Suspensions | 2.4%    | 3.0%    | 3.7%    |
| Expulsions  | 0.0%    | 0.0%    | 0.0%    |
| District    |         |         |         |
| Suspensions | 3.1%    | 3.1%    | 3.7%    |
| Expulsions  | 0.1%    | 0.0%    | 0.1%    |
| State       |         |         |         |
| Suspensions | 3.7%    | 3.7%    | 3.5%    |
| Expulsions  | 0.1%    | 0.1%    | 0.1%    |

#### Discipline

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 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 teach conflict resolution and good character, including anger management, and reward students for positive behavior.

#### School Safety

##### SB187 Safety Plan

**Date the plan was last updated:** 5/24/2018

**Date the plan was last reviewed with staff:** 8/14/2018

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

#### 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  | 2015-16         |                    |       |     | 2016-17         |                    |       |     | 2017-18         |                    |       |     |
|--------------|-----------------|--------------------|-------|-----|-----------------|--------------------|-------|-----|-----------------|--------------------|-------|-----|
|              | 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 | 18.0            | 2                  | 4     | 0   | 21.0            | 1                  | 4     | 0   | 18.0            | 2                  | 4     | 0   |
| Grade 1      | 18.0            | 1                  | 4     | 0   | 23.0            | 0                  | 4     | 0   | 24.0            | 0                  | 4     | 0   |
| Grade 2      | 25.0            | 0                  | 4     | 0   | 24.0            | 0                  | 4     | 0   | 24.0            | 0                  | 4     | 0   |
| Grade 3      | 26.0            | 0                  | 4     | 0   | 24.0            | 0                  | 4     | 0   | 20.0            | 1                  | 4     | 0   |
| Grade 4      | 33.0            | 0                  | 0     | 3   | 33.0            | 0                  | 1     | 2   | 33.0            | 0                  | 0     | 3   |
| Grade 5      | 26.0            | 1                  | 2     | 1   | 27.0            | 1                  | 1     | 2   | 28.0            | 1                  | 0     | 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 |
|---|--|
| Library Media Services (paraprofessional)           | 1.0                                    |
| Psychologist  | 1.0                                    |
| Speech/Language/Hearing Specialist                  | 1.8                                    |
| Resource Specialist (non-teaching)                  | 1.0                                    |
| Nurse   | District                               |
| Counselor (Social/Behavioral or Career Development) | 1.0                                    |
| Social Worker                                       | District                               |

\* 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 2016-17)

| Level                               | Expenditures Per Pupil |            |              | Average Teacher Salary |
|-------------------------------------|------------------------|------------|--------------|------------------------|
|                                     | Total                  | Restricted | Unrestricted |                        |
| School                              | \$9,478                | \$2,845    | \$6,633      | \$81,619               |
| District                            |                        |            | \$5,849      | \$78,712               |
| State                               |                        |            | \$7,125      | \$80,764               |
| Percent Difference: School/District |                        |            | 13%          | 4%                     |
| Percent Difference: School/State    |                        |            | (7%)         | (1%)                   |

• **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 2016-17)

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      | \$40,576        | \$47,903                                     |
| Mid-Range Teacher Salary      | \$73,848        | \$74,481                                     |
| Highest Teacher Salary        | \$97,382        | \$98,269                                     |
| Average Principal Salary (ES) | \$126,738       | \$123,495                                    |
| Average Principal Salary (MS) | \$129,601       | \$129,482                                    |
| Average Principal Salary (HS) | \$149,951       | \$142,414                                    |
| Superintendent Salary         | \$250,234       | \$271,429                                    |
| Percent of District Budget    |                 |  |
| Teacher Salaries              | 35%             | 35%  |
| Administrative Salaries       | 5%              | 5%   |

## SCHOOL ACCOUNTABILITY REPORT CARD

### **Other Funding (Fiscal Year 2017-18)**

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

- Lottery Instructional Materials
- Title I
- ASES After School Program
- Special Education
- Special Education—Mental Health Services
- College Readiness Block Grant

### **Professional Development**

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 was designed to provide teachers with initial and on-going 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 2018-19 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 implementation including the California Assessment of Student Performance and Progress (CAASPP) for English and math, ELPAC for English Language Development, and CAST for science.
- Technology implementation for instructional hardware and software (programs include Math 180, Read 180, Lexia Core 5, iReady for English Language Arts and math, and Google). Some sites are also providing their staff with personalized PD to support site-based apps.
- Research and results are being analyzed by outside entities 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. All K-5 teachers are being provided with two (two hour) sessions in fall and spring to introduce NGSS district wide. Science teachers in 6-8 are participating in multiple professional development sessions throughout the year to ensure quality instruction of NGSS.
- A learning center model of inclusion for students with special needs is being 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.

- Math training/coaching provided by University of California, Irvine (UCI) Math Project for Elementary Teachers on grade level standards and major clusters of math content. A team of 5th and 6th-grade representatives from each elementary school and three middle schools to support "first best instruction" and to support closing the transitional gap from elementary to secondary.
- 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 sections 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.
- Secondary math teachers, grades 6-8, will continue to partner with the UCI Math Project to provide content to support lesson writing, unit curriculum, and general support to align courses to standards.
- Elementary reading training/coaching is provided in partnership with American Reading Company and elementary resource teachers at 13 sites to support "first best instruction in reading acquisition" K-5.
- Secondary ELA professional development is provided in Expository Reading and Writing Course, i3 Pathways Grant, and AVID WICOR strategies,
- Elementary English Language Development (ELD) training is offered and focused on building capacity on the ELA/ELD Framework/standards, and ELPAC assessment understanding and its implications for classroom instruction.
- Secondary English Language Development (ELD)- Training is being provided in grades 6- 12 utilizing the ELA/ELD Framework/standards, Write Institute Training and instructional routines which allow for academic discourse. ELPAC assessment understanding and its implications for classroom instruction.
- Elementary sites (15) have a Collaboration Professional Development Wheel for the 2018-2019 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

## SCHOOL ACCOUNTABILITY REPORT CARD

options was provided but the Curriculum and Instruction Department to the elementary principals to support their site “wheel” PD plan.

- Ongoing professional development in visual and performing arts and world languages is supported by a team of content specialists.
- Professional development addressing social-emotional topics 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.

All teachers district-wide participate in two professional development days, two common core professional development days (7.5 hours each), and two (90 minute) staff development minimum days, in addition to weekly hour-long PLC meetings, and a variety of other workshop opportunities are provided throughout the year.

### **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

