

4930 Lake Boulevard
Oceanside, CA 92056-4749
(760) 940-0176
FAX (760) 940-2081

CDS Code
37684526112221

Grades 6-8

Madison Middle School

School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

Steven Bailey, Principal

stevenbailey@vistausd.org



**Vista Unified
School District**
1234 Arcadia Avenue
Vista, California 92084
(760) 726-2170
www.vistausd.org

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About This School

Mission Statement

The mission of Madison is to create a community of problem solvers and thinkers.

Vision Statement

Madison is the model of educational excellence, innovation, and preparing students for jobs of the future.

Principal's Message

At Madison we value Innovation and Excellence and we strive to provide our students with unique and exciting experiences that will prepare them for college and/or the World of Work. In our ever-changing society we all know that the world of work is changing. In order to prepare our students for jobs that do not currently exist and to reach our Mission and Vision, we have embarked on creating an environment for students in order to meet this goal. At Madison students have an opportunity to work in an intentional and supportive community to explore and pursue what matters most to them, allowing them to become self-directed learners. They are able to develop skills for success and engage in The Habits of Mind that foster their growth. Students explore their Strengths, Interests & Values, the World of Work, using the Design Thinking Process, and the TEDEd curriculum.

Faculty Commitment to Our Students

- Build strong foundational skills
- Set appropriate, measurable goals
- Monitor progress and provide feedback
- Reinforce self reflection
- Expand perspectives
- Create opportunities to use empathy to understand the world
- Model how to persevere
- Facilitate the discovery of passions and talents

Major Achievements

- Madison is a district leader in the implementation of technology in the classroom.
- Teachers participate in on-going professional development and weekly collaboration to improve student achievement.
- Students with disabilities are fully mainstreamed in general education classes.
- We continue to exceed the county and state averages for reclassifying English Learners.
- Teachers are caring, competent, and embrace innovation and student-centered learning.

Focus for Improvement

- Provide one-to-one digital computing devices for classroom use.
- Implement additional supports for students who are struggling academically and behaviorally.
- Enlarge the parent involvement with the school from both the English-speaking and Spanish-speaking communities.

SCHOOL ACCOUNTABILITY REPORT CARD

Student Enrollment by Subgroup (2018-19)

| Grade Level | Enrollment |
|-------------------------|--------------|
| Grade 6 | 385 |
| Grade 7 | 338 |
| Grade 8 | 344 |
| Total Enrollment | 1,067 |

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

Student Enrollment by Grade Level (2018-19)

| Student Group | Percent of Total Enrollment |
|--|-----------------------------|
| Black or African American | 2.2% |
| American Indian or Alaska Native | 0.1% |
| Asian | 2.3% |
| Filipino | 1.0% |
| Hispanic or Latino | 64.2% |
| Native Hawaiian or Pacific Islander | 0.5% |
| White | 24.3% |
| Two or More Races | 5.2% |
| Student Group (Other) | Percent of Total Enrollment |
| Socioeconomically Disadvantaged | 75.1% |
| English Learners | 11.0% |
| Students with Disabilities | 14.9% |
| Foster Youth | 0.2% |
| Homeless | 5.2% |

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 | 53 | 52 | 48 | 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 | 1 |

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 for middle school is Holt Literature and Language Arts. The skills and strategies taught in this comprehensive program represent a rigorous plan of instruction with a specific focus on the California Common Core Standards. Reading comprehension and writing standards are taught and assessed at all levels. Systematic instruction and a variety of resources ensure success for all Vista students.

Mathematics: Our math curriculum is based on the California Common Core Standards for each grade level. According to these standards, students in grades six through eight should know the different number systems (fractions, decimals, percent, and integers) and the relationships among them. Students learn to compute fluently, make reasonable assumptions, and understand the meaning of operations. Additionally, students learn to use algebraic symbols, comprehend quantitative relationships, and graph and manipulate equations.

Science: Our science curriculum is based on the California Common Core Standards for each grade level. According to these standards, students in grades six through eight develop a thorough working knowledge of the scientific method and its application to scientific experimentation. In earth science (grade six), students learn the characteristics of plate tectonics, erosion, and meteorology. In life science (grade seven), students learn the structure of cells, the rules that govern heredity, and the major organ systems of the body. In physical science (grade eight), students develop basic knowledge of chemistry, physics, and astronomy.

SCHOOL ACCOUNTABILITY REPORT CARD

Social Studies: Our social studies curriculum is based on the California Common Core Standards for each grade level. According to these standards, students in grades six through eight learn the geography of the various parts of the world and the effect of a region's geography upon its population. Sixth grade students study ancient civilizations such as Egypt and Greece; seventh grade students study the Middle Ages through The Enlightenment in various parts of the world, including the Americas, Asia, and Europe; and eighth grade students study American history and the development of our nation.

Specialized Services

- After School Tutoring
- Saturday Strategic Support
- Summer Boost
- Computer Science

Special Education Program: The mission of the Special Education department is to provide the specialized instruction and services each student with a disability may require assisting that student to reach their goals in school. Madison Middle School is staffed with nine full-time Mild/Moderate education specialists, and two full-time Special Day Class teacher, one and one-fifth full-time speech and language pathologist, and a 100 percent psychologist. Students with disabilities at Madison meet regularly with a special education teacher who provides specialized small-group and individual instruction based on the student's Individualized Education Program (IEP).

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 | Holt <i>Literature and Language Arts</i> | 2003 | Yes | 0% |
| Mathematics | CPM Educational Programs <i>College Preparatory Mathematics</i> | 2016 | Yes | 0% |
| Science | CPO- <i>Focus on Science</i> | 2007 | Yes | 0% |
| History-Social Science | (TCI) <i>History Alive!</i> | 2006 | Yes | 0% |
| English Language Development | Inside-National Geographic <i>Scholastic-English 3D</i> | 2017 2011 | Yes Yes | 0% 0% |
| Foreign Language | McDougal Littell- <i>En Espanol</i> McDougal Littell- <i>Tu Mundo</i> Glencoe/McGraw-Hill- <i>Como Te Va</i> | 2004 2002 2010 | Yes Yes Yes | 0% 0% 0% |
| Health | Positive Prevention Plus <i>Sexual Health Education for America's Youth Middle School</i> Rights, Respect, Responsibility <i>A K-12 Sexuality Education Curriculum</i> | 2018 | Yes | 0% |
| Supplemental Instructional Materials | <i>Scholastic-Read 180</i> | N/A | Yes | 0% |

English Learner Program: All students not yet fluent in English receive English Language Development support in classes that help them gain fluency. During the 2019-20 school year, we had 127 English Learner students enrolled. We strive to advance our English Learners into mainstream classes as soon as possible. At our site, we have the following staff members working directly with English learners:

- English Language Learner teachers
- English-only teachers certified to instruct English learners
- Resource teachers, Bilingual Counselor, and an English Language Development Resource Teacher who has 100% release time to work with EL students and families.
- Instruction focuses on reading and verbal skills. English learners receive ELD daily. Teachers are appropriately credentialed to teach English learners.

Technology

Madison has 1200 Chromebooks, two computer lab classrooms, and a wireless campus-wide network. Classes such as Video Production and Yearbook use computer labs. Software such as G Suite is available on each computer in the school. Computers are also available in the library during lunch and after school for individual student use. All classrooms have document cameras and LCD projectors. All teachers embrace the use of Google Classroom.

SCHOOL ACCOUNTABILITY REPORT CARD

Library

Our library is open five days a week. Students have access to books, computers, multiple online databases, and reference materials. The students may come to the library before and after school and at lunch, and they often come with their classes for work on specific projects. Students may check out books daily. Our library continually acquires resources, both print and digital, to assist students in mastering content standards

School Facilities

School Facility Conditions and Planned Improvements

Madison Middle School was built in 1994. We have several specialized classrooms for uses such as band, music, computers, special education, and science labs. Classrooms are cleaned regularly, and the grounds and buildings are maintained regularly through a district-wide schedule. Classrooms have adequate desks and lighting.

Cleaning Process and Schedule

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

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

Maintenance and Repair

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



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

To determine the condition of our schools, the district sends experts from the facilities team to inspect them. The facilities team uses a survey, called the Facilities Inspection Tool, issued by the Office of Public School Construction. The latest inspection took place on July 8, 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 | | | More than one room stained ceiling tiles. One room broken ceiling tiles. |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | X | | | No repairs needed at the time of inspection. |
| Electrical: Electrical | X | | | One hand dryer inoperable. More than one room lights inoperable. One room exposed wires. Kitchen loose receptacle. One room power strip is posing a trip hazard. |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | One sink inoperable. One drinking fountain needs adjustment. One faucet is loose. |
| Safety: Fire Safety, Hazardous Materials | X | | | More than one room missing fire extinguishers. |
| Structural: Structural Damage, Roofs | X | | | No repairs needed at the time of inspection. |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | Hole in one exterior ramp. |

| Overall Rating | Exemplary | Good | Fair | Poor |
|----------------|-----------|------|--------|------|
| | | | 97.66% | |

SCHOOL ACCOUNTABILITY REPORT CARD

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 | 51% | 49% | 49% | 46% | 50% | 48% |
| Mathematics | 30% | 32% | 33% | 33% | 38% | 37% |

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 6-8 (2018-19)

| Student Groups | Total Enrollment | Number Tested | Number Not Tested | Percent Tested | Percent Met or Exceeded |
|--|------------------|---------------|-------------------|----------------|-------------------------|
| All Students | 1030 | 1011 | 98.16% | | 48.86% |
| Male | 542 | 530 | 97.79% | | 42.23% |
| Female | 488 | 481 | 98.57% | | 56.13% |
| Black or African American | 22 | 22 | 100.00% | | 54.55% |
| American Indian or Alaska Native | -- | -- | -- | | |
| Asian | 25 | 24 | 96.00% | | 75.00% |
| Filipino | -- | -- | -- | | |
| Hispanic or Latino | 663 | 652 | 98.34% | | 42.00% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | | |
| White | 242 | 237 | 97.93% | | 62.45% |
| Two or More Races | 56 | 56 | 100.00% | | 51.79% |
| Socioeconomically Disadvantaged | 782 | 768 | 98.21% | | 43.21% |
| English Learners | 239 | 228 | 95.40% | | 20.18% |
| Students with Disabilities | 132 | 129 | 97.73% | | 10.16% |
| Students Receiving Migrant Education Services | -- | -- | -- | | |
| Foster Youth | -- | -- | -- | | |
| Homeless | | | | | |

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

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

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

SCHOOL ACCOUNTABILITY REPORT CARD

CAASPP Assessment Results-Test Results in Mathematics by Student Groups, Grades 6-8 (2018-19)

| Student Groups | Total Enrollment | Number Tested | Number Not Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|-------------------|----------------|-------------------------|
| All Students | 1034 | 1022 | | 98.84% | 32.42% |
| Male | 546 | 541 | | 99.08% | 30.50% |
| Female | 488 | 481 | | 98.57% | 34.58% |
| Black or African American | 22 | 22 | | 100.00% | 31.82% |
| American Indian or Alaska Native | -- | -- | | -- | |
| Asian | 25 | 24 | | 96.00% | 58.33% |
| Filipino | -- | -- | | -- | |
| Hispanic or Latino | 666 | 659 | | 98.95% | 23.56% |
| Native Hawaiian or Pacific Islander | -- | -- | | -- | |
| White | 242 | 240 | | 99.17% | 50.00% |
| Two or More Races | 56 | 56 | | 100.00% | 42.86% |
| Socioeconomically Disadvantaged | 786 | 776 | | 98.73% | 26.97% |
| English Learners | 241 | 238 | | 98.76% | 9.28% |
| Students with Disabilities | 132 | 128 | | 96.97% | 7.87% |
| Students Receiving Migrant Education Services | -- | -- | | -- | |
| Foster Youth | -- | -- | | -- | |
| Homeless | -- | -- | | -- | |

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

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

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

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

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

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

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

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 |
| 7 | | | |

Engagement

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

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

Opportunities for Parent Involvement (2019-20)

Name: Patricia Carter, Office Manager

Phone number: (760) 940-0176 ext. 2002

Parents are an integral part of the successes of our school. Their involvement ranges from participation in our active PTA, volunteering to support in the classroom, to policy-making on district committees, Madison’s School Site Council (SSC), and English Learner Advisory Committee (ELAC). In addition, we always need and welcome parent volunteers in the classroom and on the school grounds during lunch or before and after school. We encourage parents to get involved and volunteer.

SCHOOL ACCOUNTABILITY REPORT CARD

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 | 11.8% | 10.7% | 12.5% |
| Expulsions | 0.0% | 0.3% | 0.5% |
| 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

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. All students learn school rules and discipline policies. Administrators handle discipline issues with individual students. We teach conflict resolution and good character and reward students for positive behavior.

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.

School Safety

SB187 Safety Plan

Date the plan was last updated: 4/19/2019

Date the plan was last reviewed with staff: 9/12/2019

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.

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.

| Title | Number of FTE Assigned to the School | Average Number of Students per Academic Counselor |
|---|--------------------------------------|---|
| Academic Counselor | 2 | 533.5 |
| Counselor (Social/Behavioral or Career Development) | 2 | |
| Library Media Teacher | 1 | |
| Psychologist | 1 | |
| Nurse (Health Technician) | 1 | |
| Speech/Language/Hearing Specialist | 1 | |
| Community liaison | 1 | |

Average Class Size and Class Size Distribution (Secondary)

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.

| Subject | 2016-17 | | | | 2017-18 | | | | 2018-19 | | | |
|----------------|-----------------|--------------------|-------|-----|-----------------|--------------------|-------|-----|-----------------|--------------------|-------|-----|
| | Avg. Class Size | Number of Classes* | | | Avg. Class Size | Number of Classes* | | | Avg. Class Size | Number of Classes* | | |
| | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ |
| English | 21.0 | 22 | 32 | 6 | 22.0 | 21 | 31 | 3 | 20.0 | 26 | 19 | 4 |
| Mathematics | 24.0 | 12 | 12 | 10 | 22.0 | 14 | 19 | 2 | 22.0 | 10 | 15 | 6 |
| Science | 26.0 | 6 | 19 | 9 | 2.0 | 1 | 17 | 10 | 28.0 | 2 | 21 | 6 |
| Social Science | 28.0 | 3 | 16 | 7 | 28.0 | 3 | 19 | 4 | 29.0 | 2 | 16 | 5 |

*Number of classes indicates how many classes fall into each size category (a range of total students per class). At the secondary school level, this information is reported by subject area rather than grade level.

SCHOOL ACCOUNTABILITY REPORT CARD

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 | \$8,097 | \$1,860 | \$6,237 | \$81,680 |
| District | | | \$6,628 | \$79,562 |
| State | | | \$7,507 | \$82,403 |
| Percent Difference: School/District | | | (6%) | 3% |
| Percent Difference: School/State | | | (17%) | (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 2017-18)

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

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

Other Funding (Fiscal Year 2018-19)

| Program | Amount |
|--|------------------|
| Next Generation Science Standards (NGSS) | \$1,000 |
| Lottery Instructional Materials | 66,381 |
| Title I | 143,407 |
| Total | \$210,788 |

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

SCHOOL ACCOUNTABILITY REPORT CARD

special needs has been implemented at several sites with co-teaching support. Professional development is provided throughout the year. All secondary sites are integrating AVID WICOR strategies (Writing, Inquiry, Collaboration, Organization, and Reading) into Special Education Study Skills classes, and are providing the aligned professional development.

- TK-5 mathematics has completed an adoption cycle where the staff selected the Eureka Mathematics resource. Teachers received their materials and the first session of professional development in the Spring of the 2018-2019 school year. This school year started with another half day of training for all TK-5 teachers and will be followed up in January with another full day of training. In between training, the Eureka math implementation team meets to continue to refine and adjust the curriculum.
- Secondary math professional development for grades 6-12 is with College Preparatory Math. Teachers participate in PD to support the structure and resources of the CCSS aligned CPM textbook, including assessments.
- High school math departments have been given two release sections for teachers, to be used for coaching. Coaches meet with teachers to support curriculum development, co-teach classes, support innovative approaches, and assist with data collection and analysis.
- Elementary English Language Development (ELD) training is offered and focused on building capacity on the ELA/ELD Framework/standards, and understanding the ELPAC assessment and its implications for classroom instruction. Support for teachers includes providing Integrated and Designated ELD instruction.
- Elementary English Language Development for 3rd-5th grade teachers working with Newcomers students who have less than two years in-country or have interrupted education: Support and resources are provided to teachers in understanding the needs of Newcomers in foundational skills as they develop English Language Proficiency.
- Secondary English Language Development (ELD): Training is provided to teachers in grades 6- 12 utilizing the ELA/ELD Framework/standards, Write Institute Training, and instructional routines, which allow for academic classroom discourse. Specific support for secondary math teachers is also provided.
- Elementary sites (15) have a Collaboration Professional Development Wheel for the 2019-2020 school year. Each week, personal learning teachers, resource teachers, music teachers, as well as hourly prep teachers offer classes in topics such as coding, character education, music, art, STEM, and intervention to students in grades K-5. Classroom teachers are released to spend time with their site leader receiving professional development and examining data, as stated in their Single Plans for Student Achievement. A professional development menu of options was provided by the Curriculum and Instruction Department to the elementary principals to support their

site “wheel” PD plan.

- Professional development addressing social-emotional topics is also provided and includes Habits of Mind, Restorative Practices, LGBTQ Awareness, and Equity training.

A more detailed professional development calendar and description are available through the VUSD Educational Excellence Department.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.