

151 Civic Center Drive
Vista, CA 92084-6035
(760) 726-5766
FAX (760) 945-4273

CDS Code
37684520114637

Grades 6-8

Vista Magnet Middle School of Technology, Science, and Math

School Accountability Report Card

Reported Using Data from the 2017-18 School Year
Published During 2018-19

Steven Post, Principal
stevepost@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

Students will be literate, reflective and critical thinkers in all areas of interaction who transfer knowledge and embrace diversity within a global society. Multiple opportunities for success through the implementation of an International Baccalaureate Middle Years Program aligned curriculum and utilizing differentiated instruction, technology, assessment and analysis of data will support academic achievement in a safe learning environment.

School's Vision Statement

We envision a school community where all members are respected, valued and empowered to be socially-responsible decision makers in the 21st century.

Principal's Message

Vista Magnet Middle School (VMMS) serves 840 students from sixth to eighth grade. Our vision is that all members of the Vista Magnet Community are respected, valued and empowered to be socially-responsible decision makers, who collaborate, communicate, create and think critically. We exemplify this vision as an International Baccalaureate Middle Years Program (IBMYP) World School. Through our themes of science, technology, engineering and math (STEM), and our rich art and world languages program, we infuse reading and writing across the curriculum. Academic rigor and a spirit of inquiry are demonstrated through various hands-on learning activities and a well-rounded approach to learning. Students attend our campus from the Vista Unified School District (VUSD) community and the surrounding North County San Diego area.

Our philosophy involves four pillars:

- **ENGAGE** - to provide distinct choices for students with different interests, talents, and aptitudes
- **ACHIEVE** - to develop innovative instructional practices which aid student success
- **BELONG** - to develop a sense of community and to promote diversity
- **DESIGN** - to develop a sense of creativity and conceptualization to a finished product

Major Achievements

- Vista Magnet Middle School fully transitioned to the **International Baccalaureate (IB) grade reporting system** in the 2017-2018 school year. All teachers use IB assessment practices in each class, and report IB grades to all students using subject specific criteria to provide more specific feedback on student progress. The goal is to help students and parents more accurately understand their learning progress, where they currently are on a continuum of skills and performance, and specific next steps for improvement.
- In both 2016 and 2017, students from Vista Magnet designed experiments for the **Student Spaceflight Experiments Program** which were then selected to be sent to the International Space Station (ISS). Scientists aboard the ISS conducted the student experiments in their microgravity environment, while the Vista Magnet students conducted the same experiments on Earth in full gravity to compare the results.
- As an **International Baccalaureate Middle Years Programme (IBMYP) World School**, we believe this approach to student learning has shaped our outlook on the world. Students have been involved in various community and service projects across the community and have developed a sense of international-mindedness as they synthesize real-world issues. Each year, VMMS participate in a variety of schoolwide service projects including food drives, fundraisers, and partnerships with international aid organizations. In addition, Vista Magnet

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annually hosts a group of international students from Shanghai, China for a full week of academic and cultural immersion at our school.

- Our comprehensive support system includes academic tutorial classes called Learning Labs, enrichment classes after school, “Village” meetings, student-led conferences, family meetings, academic reading and writing in every subject area, mentoring programs, and weekly advisory and counseling programs that promote healthy student choices.
- Our parent support is critical for our success; Parent Teacher Association (PTA), English Learning Advisory Committee (ELAC), School Site Council (SSC), and parent volunteers donate many hours through various annual organizations and activities.
- In collaboration with California State University, San Marcos, VMMS supports teachers and students with staff development and experiences in science, technology, engineering and math (STEM). These programs include ACT (Activate Computational Thinking), Game Design Class, and STEM Maker Lab Class.
- Our student-led clubs and programs range from Diversity Club to Math Teams to Engineering Club.

Focus for Improvement

- In 2018-2019, Vista Magnet educators will continue our analysis of student data, strengths, and needs to personalize instruction for our students. Teachers will utilize the IB Design Cycle to study and self-assess our instruction practices in order to foster continual professional growth for the benefit of all students. Vista Magnet staff will engage in professional development on assessment, classroom culture, literacy, and social/emotional needs as a whole school during our weekly PLC meetings led by our teacher leaders, IB Coordinator, and school administration.
- Vista Magnet science teachers will continue to serve as leaders in our district for implementation of the Next Generation Science Standards (NGSS). Through professional development, lesson studies, and regional partnerships we will implement NGSS curriculum and investigations to support meaningful student learning and preparation for standardized tests based on the NGSS.
- Vista Magnet staff will continue to learn about and develop IB Design curriculum to enhance the learning experience for all students. Teachers will attend IB professional development, collaborate with grade level and department teams, and partner with CSUSM educators to create IB Design experiences with real-world connections

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 |
|-------------------------|------------|
| Grade 6 | 285 |
| Grade 7 | 285 |
| Grade 8 | 282 |
| Total Enrollment | 852 |

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 | 2.9% |
| American Indian or Alaska Native | 0.1% |
| Asian | 3.3% |
| Filipino | 1.2% |
| Hispanic or Latino | 67.1% |
| Native Hawaiian or Pacific Islander | 0.7% |
| White | 22.2% |
| Two or More Races | 2.5% |
| Student Group (Other) | Percent of Total Enrollment |
| Socioeconomically Disadvantaged | 65.4% |
| English Learners | 6.9% |
| Students with Disabilities | 9.7% |
| 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 |
| With Full Credential | 42 | 42 | 43 | 982 |
| Without Full Credential | 0 | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 | |

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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 |
|---|---------|---------|---------|
| 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 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.

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.

Technology

VMMS has one-to-one Chromebooks for students in all classes as our primary technology tool for instruction and learning. Our high-speed wireless internet network is accessible schoolwide for all staff, students, and guests. All classrooms have teacher laptops, a class set of Chromebooks, Smart TV or LCD Projector, Document Camera, and a projection screen. All shared laboratories and learning areas have Smart TVs with Chromecast to enable easy projection of teacher or student content from any device.

We will continue to develop our Innovation Station lab this year to support deeper development of the IB Design Curriculum with flexible design spaces, hydroponics, and engineering facilities. This Design lab enables our students to explore the IB Design cycle in any subject of teacher or student interest, or learn through diverse digital experiences designed by our teachers.

Our teachers communicate with students and parents through a variety of methods including Google Classroom, Google documents, email, and Parent Portal. We establish a safe communication environment in which students can post their homework, chat on learning topics and email teachers. Teachers utilize a variety of educational software across the curriculum to provide resources, enhance instruction, and assess students regularly. As a staff, we analyze our student data with iReady math and ELA assessments, IO Education, and digital portfolios.

Library

Our middle school library is open five days per week before school and during lunch. Students have access to books, magazines, computers, laptops, online databases, and reference materials. Students often come to their classes to work on specific projects, and students may check out books daily.

Specialized Services

International Baccalaureate Middle Years Programme (IBMYP) – IB World School: The IB Middle Years Programme, for students aged 11 to 16, provides a framework of academic challenge that encourages students to embrace and understand the connections between traditional subjects and the real world, and to become critical and reflective thinkers. The programme consists of eight subject groups integrated into five areas of interaction that provide a framework for learning within and across the subjects. Students are required to study their native language, a second language, humanities, sciences, mathematics, arts, physical education, and technology. In the final year of the programme, students also engage in a community project, which allows them to demonstrate the understandings and skills they have developed throughout the programme. VMMS became an IB World School in the spring of 2012 and earned five-year reauthorization in spring of 2017.

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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 |
|---|---|------------------|---|---|
| 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 | Hampton Brown- <i>High Point</i> | 2001 | Yes | 0% |
| | Scholastic- <i>English 3D</i> | 2011 | Yes | 0% |
| Foreign Language | McDougal Littell- <i>En Espanol</i> | 2004 | Yes | 0% |
| | McDougal Littell- <i>Tu Mundo</i> | 2002 | Yes | 0% |
| | Glencoe/McGraw-Hill- <i>Como Te Va</i> | 2010 | Yes | 0% |
| Health | Positive Prevention Plus – <i>Sexual Health Education for America's Youth Middle School</i> | 2018 | Yes | 0% |
| Supplemental Instructional Materials | Scholastic- <i>Read 180</i> | N/A | Yes | 0% |

Special Education Program: We offer a continuum of Special Education services including full inclusion, Learning Center classes, and program-specific classes for students in the Social, Emotional, Academic Support (SEAS) program. In full inclusion classes, Special Education students attend mainstream classes where students are provided academic support by Special Education teachers and Instructional Assistants. In Learning Center classes, Special Education students attend smaller classes taught by Special Education teachers to provide enhanced supports based on student needs. VMMS also hosts the Social, Emotional, Academic Support (SEAS) program for a small group of students who have a deeper level of need. This program aims to integrate students socially as we work to raise their academic achievement.

Throughout the school year, the Special Education teacher adjusts students' schedules as needed to provide more targeted instruction focused on improving academic, social and organizational skills. In addition to Special Education teachers, additional Special Education staff includes our Speech and Language Pathologist, and our School Psychologist who support student assessment and guide Individualized Education Programs (IEPs) team to provide enriching and successful strategies for all special education students.

English Learner Program: We offer 100% English Language mainstream program with integrated English learner support. Teachers utilize Sheltered Instruction Observation Protocol (SIOP) and the development of academic vocabulary in every subject area and we plan for students' success through Understanding by Design (UbD). Our focus on reclassification before middle school exit is enhanced by our outreach to English-learner families and our communications to them about how to support language acquisition at home.

AVID: VMMS added an AVID program to our course offerings beginning in the Fall of 2015 and continues to expand AVID classes and strategies school-wide. Teams of VMMS teachers have attended summer training at AVID Summer Institute every year since 2015.

School Facilities

Maintenance and Repair

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

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School Facility Conditions and Planned Improvements

VMMS is located in the heart of the city across the street from the Vista Civic Center and the Vista Library. Our historic facility graduated the first Vista High School class in 1938. Our campus went through a major renovation in 2007 in preparation to open the school. Our school has a large gymnasium with a large theater stage. We also have a large pool, football field, baseball field, and track. Classrooms are cleaned daily, and the grounds and buildings are regularly maintained through a district-wide schedule. Classrooms have adequate desks, chairs, and lighting. We maintain a clean and responsible environment with student-led recycling both inside and outside the classrooms. We have a recently installed larger lunch shelter and are currently upgrading our science labs, expanding our Innovation Station Lab,

enhancing our space for our culinary arts program, and planning for a Health and Physical Education lab. VMMS's access ramps from the blacktop to the field were completely renovated started in September, 2018 to provide enhanced access for everyone. In addition, new walkways and updated landscaping are scheduled to be installed at the front entrance of the school to provide an attractive entrance area to the 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.

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 July 19, 2018.

| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned | | | | | | | | |
|--|---------------|--------|------|--|-----------|------|------|------|--|--|--------|--|
| | Good | Fair | Poor | | | | | | | | | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer Interior: Interior Surfaces | X | | X | No repairs needed at the time of inspection. More than one room damaged ceiling tiles. More than one room torn tack cloth. More than one room rusty beams. More than one room holes in walls. More than one room peeling paint. More than one room cove base coming off. One room insulation falling around HVAC. More than one room raw drywall patch. More than one room carpet damaged. One room holes in north door from termites. One room drywall tape on ceiling. One wood wall rotten. One room rusty paper towel dispenser. One room floor is coming up. Damage or torn ceiling tiles replaced fall 2018. Carpet damage planned for repair or replacement Fall 2019. Peeling paint touched up fall 2018. Cove base replaced summer 2018. Rusty ceiling beams treated and painted summer 2018. Wall damage repaired fall of 2018. Torn tack cloth repaired fall 2018. Crack in hallway patched summer 2018. Rotten wood on wall removed and replaced summer 2018. Dry wall painted fall 2018. | | | | | | | | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation Electrical: Electrical | X | | X | One room cluttered. More than one room exposed wires. One room fire alarm exposed wire. One room short in light switch. There several missing cover plates. One room hole in J box. One room missing diffuser. Bulbs replaced fall 2018. Exposed wires repaired summer 2018. J box repaired summer 2018. In-op light fixtures repaired fall 2018. Short in light switch repaired summer 2018. Missing LV cover plate replaced summer 2018. Daisy chain power strips corrected immediately after inspection. Appliances plugged into power strips corrected immediately after inspection. Exposed wires repaired and/or removed summer 2018. Missing diffuser replaced fall 2018. | | | | | | | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | Low water pressure in one sink. More than one faucet inoperable. More than one drinking fountain (DF) low pressure. More than one sink inoperable. More than one RRs faucet not secure. More than one DF inoperable. Low water pressure on sinks and DFs adjusted summer 2018. In-op water fountain repaired summer 2018. Loose faucets secured summer 2018. In-op sinks and faucets repaired fall of 2018. RR fixtures repaired fall 2018. | | | | | | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | One room aerosol cans. Latex paint found out in one room. | | | | | | | | |
| Structural: Structural Damage, Roofs | X | | | No repairs needed at the time of inspection. | | | | | | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | One door delaminating. | | | | | | | | |
| Overall Rating | | | | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Exemplary</th> <th style="width: 25%;">Good</th> <th style="width: 25%;">Fair</th> <th style="width: 25%;">Poor</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td style="text-align: center;">89.36%</td> <td></td> </tr> </tbody> </table> | Exemplary | Good | Fair | Poor | | | 89.36% | |
| Exemplary | Good | Fair | Poor | | | | | | | | | |
| | | 89.36% | | | | | | | | | | |

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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.

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.

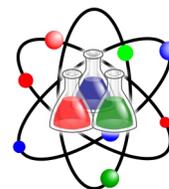
CAASPP Test Results in ELA and Mathematics for All Students Grades three through Eight and Grade Eleven

| 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 |
| ELA/Literacy | 55% | 51% | 46% | 49% | 48% | 50% |
| Mathematics | 55% | 45% | 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.

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 6-8 (2017-18)

| Student Groups | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|-------------------------|
| All Students | 836 | 832 | 99.52% | 50.96% |
| Male | 456 | 454 | 99.56% | 45.81% |
| Female | 380 | 378 | 99.47% | 57.14% |
| Black or African American | 23 | 23 | 100.00% | 43.48% |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 28 | 28 | 100.00% | 85.71% |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 562 | 561 | 99.82% | 41.35% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 184 | 181 | 98.37% | 74.03% |
| Two or More Races | 24 | 24 | 100.00% | 66.67% |
| Socioeconomically Disadvantaged | 559 | 558 | 99.82% | 39.25% |
| English Learners | 303 | 302 | 99.67% | 22.19% |
| Students with Disabilities | 83 | 83 | 100.00% | 16.87% |
| Students Receiving Migrant Education Services | 37 | 37 | 100.00% | 35.14% |
| 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.

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CAASPP Assessment Results-Test Results in Mathematics by Student Groups, Grades 6-8 (2017-18)

| Student Groups | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 836 | 830 | 99.28% | 45.42% |
| Male | 456 | 453 | 99.34% | 45.03% |
| Female | 380 | 377 | 99.21% | 45.89% |
| Black or African American | 23 | 23 | 100.00% | 39.13% |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 28 | 28 | 100.00% | 78.57% |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 562 | 560 | 99.64% | 33.75% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 184 | 181 | 98.37% | 73.48% |
| Two or More Races | 24 | 24 | 100.00% | 66.67% |
| Socioeconomically Disadvantaged | 559 | 557 | 99.64% | 33.39% |
| English Learners | 303 | 302 | 99.67% | 19.21% |
| Students with Disabilities | 83 | 82 | 98.80% | 14.63% |
| Students Receiving Migrant Education Services | 37 | 37 | 100.00% | 29.73% |
| 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.

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 |
| 7 | 18.6% | 27.4% | 28.1% |

Engagement

State Priority: Parental Involvement

- Vista Magnet has a community liaison to offer many services to our parent offerings. Our community liaison is present to communicate with parents, hear concerns, lead technology and language classes, support PTA, ELAC, and SSC, and provide translation for parents who speak Spanish.
- Coffee with the Principal/Cafecito meetings are scheduled throughout the year to provide families with the opportunity to meet with administration, counselors, and our community liaison to learn about the school and express their concerns or ideas.
- Quarterly Family Nights are scheduled to offer our community opportunities to learn about technology, student support services, school achievement data, literacy initiatives and more. We begin the year with a family assembly, in both English and Spanish, on Internet Safety.

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- VMMS Website: The VMMS website is continually updated with information about school events, policies, reminders, resources for students and parents, school clubs, CAASPP assessments, college and career preparation, and participation opportunities.

For further information regarding parent involvement, please contact our school office at (760) 726-5766 or visit our website, www.vmms.vistausd.org.

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 | 1.9% | 3.8% | 3.9% |
| Expulsions | 0.0% | 0.0% | 0.1% |
| | District | | |
| | 2015-16 | 2016-17 | 2017-18 |
| Suspensions | 3.1% | 3.1% | 3.7% |
| Expulsions | 0.1% | 0.0% | 0.1% |
| | State | | |
| | 2015-16 | 2016-17 | 2017-18 |
| Suspensions | 3.7% | 3.7% | 3.5% |
| Expulsions | 0.1% | 0.1% | 0.1% |

Discipline

All students at VMMS wear a lanyard with an ID card, and collared shirts or VMMS spirit wear to practice the standards of “corporate” dress. VMMS strictly enforces the school dress code and code of conduct. Students and parents discuss the rules and policies at the Registration Day in the fall and review the student planner. There is no tolerance for harassment, fighting, drugs or weapons. Parents are part of the solution after the incident is reported to prevent a recurrence. Through Advisory class on Mondays, students are engaged in a series of “IB Learner Profile” lessons to promote kindness, caring, and anti-bullying plans. Developed by our counselors, administrators, and teacher leaders, these lessons include writing anti-bullying pledges and creating student-centered approaches to promote kindness on campus. When students are discipline, part of their intervention is an IB reflection and a research project and/or presentation to other students.

At the same time, our counselors and administration have established several traditions to highlight positive behavior: Viper of the Quarter, Quarterly “Achieve!” Assemblies, IB Global Citizen and IB Achievement Awards, and an IB Student Ambassadors leadership team. We are also undergoing training in restorative justice practices and have developed our “Knight School” curriculum for boys who need coaching on behavior. We continue to host Project Aware and various group counseling interventions to maintain a focus on learning how to function effectively in a community.

Occasionally we do find it necessary to suspend students who break school rules. We report only suspensions in which students are sent home for a day or longer. Expulsion is the most serious consequence we can impose. Expelled students are removed from VMMS permanently. Before suspension and expulsion, we make every effort to apply other interventions, including counseling, conferences, reflections, community and service projects and support groups. Families sign a participation agreement form upon admission to VMMS, and interventions are created if negative behaviors occur or behaviors continue to occur after initial efforts.

School Safety

SB187 Safety Plan

Date the plan was last approved: June, 2018

Date the plan was last reviewed by staff: May, 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.

We strictly enforce school rules, and we provide to each student a student planner that outlines our Character “BE” program as well as policies for negative behavior. VMMS is a member of the district and community-wide safety committee that meets monthly. We have one full-time campus assistant, administrators and staff that supervise our closed campus before and after school, and during lunch. Every classroom has a Public Announcement system, telephone, and email to communicate during an emergency.



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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 | 2015-16 | | | 2016-17 | | | 2017-18 | | | | | |
|----------------|-----------------|--------------------|-------|---------|-----------------|--------------------|---------|-----|-----------------|--------------------|-------|-----|
| | Avg. Class Size | Number of Classes* | | | Avg. Class Size | Number of Classes* | | | Avg. Class Size | Number of Classes* | | |
| | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ |
| English | 29.0 | 2 | 16 | 2 | 28.0 | 3 | 12 | 6 | 29.0 | 2 | 15 | 3 |
| Mathematics | 28.0 | 3 | 16 | 3 | 32.0 | 0 | 12 | 6 | 31.0 | 0 | 15 | 3 |
| Science | 28.0 | 2 | 18 | 0 | 31.0 | 0 | 14 | 4 | 32.0 | 0 | 15 | 2 |
| Social Science | 31.0 | 0 | 16 | 2 | 32.0 | 0 | 12 | 6 | 32.0 | 0 | 15 | 3 |

*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.

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 | Average Number of Students per Academic Counselor |
|---|--|---|
| Academic Counselor | 2.0 | 426 |
| Library Media Services Staff (paraprofessional) | 1.0 | |
| Psychologist | 1.0 | |
| Nurse | 1.0 | |
| Speech/Language/Hearing Specialist | 0.5 | |

* 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.

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 | \$7,410 | \$1,500 | \$5,910 | \$71,564 |
| District | | | \$5,849 | \$78,712 |
| State | | | \$7,125 | \$80,764 |
| Percent Difference: School/District | | | 1% | (9%) |
| Percent Difference: School/State | | | (17%) | (11%) |

- **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% |



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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
- Special Education
- Special Education-Mental Health Services
- Vista Education Foundation
- College Readiness Block Grant
- Restricted Maintenance

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

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examining data as stated in their Single Plans for Student Achievement. A professional development menu of 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

