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Grades 10-12

Major General Raymond Murray High School

School Accountability Report Card
Reported Using Data from the 2019-20 School Year
Published During 2020-21

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Vista Unified School District

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About This School

Vision and Mission Statements

VISION -- Our vision is to be an exemplary model of innovation in alternative education, preparing students for pathways beyond graduation.

MISSION -- The purpose of Murray High School is to inspire and instill in every student the hope, courage, and abilities to persevere in learning and life in order to better themselves and the world.

VALUES:

- Safety – exists in an environment where emotional and physical well-being is protected.
- Resiliency – comes from seeing failure as an opportunity to try again and learn from our mistakes. It is a trait which can be developed and strengthened over time.
- Communication – is ongoing, purposeful and used as a tool to accomplish goals and ameliorate conflict.
- Self-Awareness – is recognizing how my actions affect me and others and have a direct impact on my future success and the community.
- Respect – is showing tolerance for our differences & celebrating our commonalities.

Principal's Message

Major General Raymond Murray High School is a continuation high school serving students 16 years or older, in grades 10-12, who need extensive credit recovery options, flexible schedules to accommodate employment, family obligations, and/or other critical needs. Students are referred to Major General Raymond Murray High School through a Guidance Team process with Vista High School, Rancho Buena High School, and Mission Vista High School.

Our expectation in VUSD has always been to support students at the continuation schools with the expectation that each student will successfully complete the same graduation requirements as well as the same mandated testing requirements as every other student in VUSD. However, our students come to us with a wide variety of needs or limitations. Typically, continuation school students experience many of the following factors:

- Poor school attendance and low academic progress.
- Family situations that include frequent movement, job loss, unstable family situations and dysfunction. Many of these families are at very high risk.
- They may be parents themselves and in need of support for the care of an infant or toddler.
- Alienation from adult society and mistrust of the accepted social order
- High-risk behaviors with drugs, alcohol, gangs.
- A greater propensity for taking unnecessary chances.
- A vast majority of our students' families live in poverty and have low educational achievement as well as a history of a poor relationship with schools and formal education.
- Many of our student's families have many chronic health problems that also contribute to poor attendance and lagging achievement either directly or indirectly.
- When our students graduate, they are often the first of their family to earn a diploma.

With these factors in mind, a significant part of the job for our school staff members is to challenge the significant socio-economic challenges and low expectations and mindset our students successfully and compassionately often bring to our schools.

SCHOOL ACCOUNTABILITY REPORT CARD

Major Achievements

- The staff of Major General Raymond Murray High School received notice in July 2020 that the Western Association of Schools and Colleges has granted it full accreditation status for a six-year term with a mid-term visit in 2023. This significant accomplishment was accomplished due to the diligent work of staff, students, and community members over 18 months of a self-study in which all aspects of Murray's program were evaluated.
 - Murray has developed a "Super Senior" program in which over 70% of the students involved graduate from Murray having completed the necessary graduation requirements for a high school diploma. Super Seniors are students who came to Murray so credit deficient that they needed an extra amount of time during a "fifth year" of study to complete the required coursework to graduate.
 - Through the 21st Century Grant (ASSETS) funding, before/after school, tutorials and credit recovery opportunities were provided as well as a variety of athletic and other extra-curricular activities. Murray staff will have access to ASSETS funding for the next five years due to its successful implementation during the previous lifespan of the grant.
 - Edgenuity (e2020), an online courseware program, is made available to Murray High School students throughout the regular school day, before and after school, Saturdays, and evenings. These courses are provided for students as a credit recovery option, and in some cases as a credit acceleration option.
 - Murray High School has implemented Academic Language and Literacy (ALL) first and second-year courses which are specifically designed to support English Learners in their attempts to pass the CELDT and to become fluent in the English language.
 - A cooperative relationship has been established with Mira Costa College in which Murray students are actively recruited and selected to participate in Mira Costa's Summer Bridge and Block programs.
 - There is an active parent's group, Parents Empowering Parents (PEP) that meets every Friday morning.
 - There are opportunities for leadership and peer counseling through programs such as PLUS, Project Aware, Blood Drive, and Mock Trial.
- COLLABORATION:** working in a collective partnership with clear two-way dialogue that builds relationships among home, school, and the community.
 - Vista Unified School District and Murray High School teachers are committed to aligning curriculum with the California Common Core State Standards as well as improving literacy skills among all students.
 - Following a review by a WASC team during the 2020 school year, Murray was granted full accreditation for six years. As a result of the team's visit, the following areas of focus will be Murray staff's focus in the years ahead:
 - Improve and prioritize student personal and academic growth by taking further steps to strengthen the evaluation processes for each program, and correlate their links to the school wide learner outcomes, academic standards, and college-and- career-readiness standards.
 - Review current systems of support and develop a multi-tiered system of support that aligns all the systems that provide for our students' academic, behavioral, and social success.
 - Increase college and career guidance dedicated to working with graduates

Student Enrollment by Grade Level (2019-20)

Grade Level	Enrollment
Grade 10	13
Grade 11	63
Grade 12	126
Total Enrollment	202

Student Enrollment by Subgroup (2019-20)

Student Group	Percent of Total Enrollment
Black or African American	1.5%
American Indian or Alaska Native	1.0%
Asian	0.0%
Filipino	0.0%
Hispanic or Latino	85.1%
Native Hawaiian or Pacific Islander	2.0%
White	8.9%
Two or More Races	1.5%
Socioeconomically Disadvantaged	92.5%
English Learners	9.9%
Students with Disabilities	15.3%
Foster Youth	0.0%
Homeless	12.4%

Focus for Improvement

Major General Raymond Murray High School is committed to supporting the Vista Unified School District's Vision, Mission and Values which are:

- VUSD Vision:** Our vision in Vista Unified School District is to be the model of educational excellence and innovation.
- VUSD Mission Statement:** The purpose of Vista Unified School District is to inspire each and every student to persevere as critical thinking individuals who collaborate to solve real world problems.
- VUSD Values:**
 - RESPECT:** treating all with dignity.
 - TRUST:** having confidence that every decision focuses on the best interests of all students

SCHOOL ACCOUNTABILITY REPORT CARD

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

Teachers	School			District
	2018-19	2019-20	2020-21	2020-21
With Full Credential	14	14	13	1,000
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
*Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	1	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).

Technology

The classrooms have connectivity to the Local Area Network and the Internet, both through "hard-wire" and wireless means. All subject area classrooms have access to mobile Chromebook carts and a teacher laptop and computer station. Students use computers regularly in classroom activities and for Edgenuity coursework, a computer-based coursework program for credit recovery. Students also use computer resources for research in the content subject areas and the completion of class projects. Additionally, all teachers have been trained in Canvas, a new learning model adopted by the district to assist with virtual teaching.



Specialized Services

Special Education Program: Continuation high school students who require special education services can access full-time Special Education services at Murray High School. The district supports this student population with 2.0 highly qualified Resource teachers and 2 Instructional Assistants who work with students in a "push-in" model to accomplish the goals of their Individual Education Plans (IEPs). When needed, the district also provides counselors and home-school liaisons to assist families in helping their children succeed in school.

English Learner Program: In 2020-21, we have 15 English Learner (EL) students enrolled. EL students attending Murray High School are at the intermediate or advanced levels as measured by the CELDT. In addition to being enrolled in an Academic Language and Literacy class, all EL students are enrolled in SEI (Structured English Immersion) for English Language Arts. All Murray staff are appropriately certified to work with EL students and have either the CLAD or SDAIE certificate.

Curriculum and Instructional Materials

Reading and Writing: The high school curriculum in English is aligned with the California Common Core State Standards for grades nine through twelve. Teachers ensure that students learn the required skills in reading comprehension, literary analysis, writing, listening, and speaking.

Mathematics: Our integrated math curriculum is aligned with the California Common Core State Standards. All students who complete the math requirement will, at a minimum, have covered the prerequisite content for algebra, geometry, and statistics. For advanced students, we offer an array of courses that includes Advanced Placement (AP) Statistics, AP Calculus, and the International Baccalaureate Mathematics Higher Level courses. Within each course, students are expected to perform numerical calculations and algebraic manipulations, interpret concepts graphically, and solve problems.

Science: Our high school science curriculum promotes a hands-on approach to studying Earth and Space Systems, Life Science, Physical Science, and Engineering Design. Students participate in science investigations and applications that are aligned to the California Next Generation Science Standards and include topics such as the structure and properties of matter, chemical reactions, waves and electromagnetic radiation, and organisms and ecosystems. The investigative approach to understanding and applying knowledge in science will help students build their scientific literacy skills while learning about the world.

Social Studies: Our social studies curriculum is based on the California Common Core Standards for this subject. Courses in high school include World History, United States History, Government, and Economics, providing the practical foundation for students to participate as citizens and in careers that sustain and enhance our community, state, and nation.

SCHOOL ACCOUNTABILITY REPORT CARD

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2020-21)

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 2020-21 pursuant to Education Code Sections 60119, 60422(b) and 60451 was done on **October 15, 2020**.

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>	2006	Yes	0%
	Prentice Hall <i>Timeless Voices, Timeless Themes</i>	2008	Yes	0%
	Bedford-St. Martin's <i>Everything's an Argument with Readings</i>	2011	Yes	0%
Mathematics	CPM (College Preparatory Mathematics) Educational Programs <i>Core Connections</i>	2016	Yes	0%
Science	Glencoe-Chemistry: Matter and Change	2018	Yes	0%
	Prentice Hall-Earth Science	2006	Yes	0%
	Prentice Hall-Biology	2005	Yes	0%
	Holt Rinehart Winston Physics	2002	Yes	0%
History-Social Science	TCI <i>History Alive! World Communications</i>	2018	Yes	0%
	<i>History Alive! Pursuing American Ideals</i>			
	EMC Publishing <i>Economics New Ways of Thinking</i>	2016	Yes	0%
	Prentice Hall <i>Magruder's American Government</i>	2016	Yes	0%
English Language Development	National Geographic—Edge	2010	Yes	0%
	Scholastic—English 3D	2011	Yes	0%
Visual and Performing Arts	Glencoe McGraw-Hill—Art Talk	2006	Yes	0%
Foreign Language	Vista Higher Learning—Descubre	2014	Yes	0%
	Vista Higher Learning—Mosaik	2014	Yes	0%
	Vista Higher Learning—D'Accord	2014	Yes	0%
Health	Positive Prevention Plus – Sexual Health Education for America's Youth High School Rights, Respect, Responsibility – A K-12 Sexuality Education Curriculum	2018	Yes	0%

School Facilities

School Facility Conditions and Planned Improvements

Major General Raymond Murray High School was built in 2007. Our 5.37-acre campus contains five buildings housing fourteen classrooms, a multipurpose room/food service building, and administration offices. The campus grounds include a sheltered lunch area, basketball courts, and a sports field. The classrooms have connectivity to the Local Area Network and the Internet, both through "hard-wire" and wireless means. One of the fourteen classrooms is a computer lab. Five of the classrooms are designed for specialty classes – lab science, art, weight training/dance, and 21st-century classes. Our custodial staff prides themselves on maintaining a clean and well-cared for the campus. Classrooms are cleaned daily, and the grounds and buildings are regularly maintained through a district-wide schedule. Classrooms have adequate desks and lighting. The bathrooms in our school are in line with the size of our campus and student enrollment and are in excellent working order.

Cleaning Process and Schedule

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

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

SCHOOL ACCOUNTABILITY REPORT CARD

School Facility Good Repair Status (School Year 2020-21)

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 **October 17, 2020**. The information from that survey reflects the condition of our buildings as of the date of the report. Since that time circumstances may have changed.

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No repairs needed at the time of inspection.
Interior: Interior Surfaces	Good	One RR install bumper on wall for door handle.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	No repairs needed at the time of inspection.
Electrical: Electrical	Good	No repairs needed at the time of inspection.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Administration RR toilet needs adjustment. Unisex handicap RR toilet needs adjustment. One room faucet leaks. (Service and repair December 2020).
Safety: Fire Safety, Hazardous Materials	Good	No repairs needed at the time of inspection.
Structural: Structural Damage, Roofs	Good	No repairs needed at the time of inspection.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	No repairs needed at the time of inspection.
Overall Rating:	Good 96.99%	

Maintenance and Repair

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

Pupil Outcomes:

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2018-2019	2019-2020	2018-2019	2019-2020	2018-2019	2019-2020
ELA/Literacy	5%	N/A	49%	N/A	50%	N/A
Mathematics	0%	N/A	36%	N/A	39%	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

CAASPP Assessment Results by Student Group

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.



SCHOOL ACCOUNTABILITY REPORT CARD

California Standards Tests in Science for All Students

Science (grades 5, 8, & high school)	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2018-2019	2019-2020	2018-2019	2019-2020	2018-2019	2019-2020
	1%	N/A	27%	N/A	30%	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Courses for UC and/or CSU Admission

	Percent
2019-20 Students Enrolled in Courses Required for UC/CSU Admission	100%
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parent Involvement

Contact Person: Carol Barr, Interim Principal

Contact Phone Number: (760) 631-2502

Major General Raymond Murray High School supports and encourages parent involvement. Our “open door” policy provides parents with access to administration and their teen’s teachers. We applaud our parents who have taken advantage of the many district and community parent resources that support our educational efforts.

Most importantly, parents have helped us meet our student learning goals through monitoring student grades and credit completion, ensuring their teens attend school regularly, and by attending school functions and conferences. Interested parents are invited to be active participants in our English Language Advisory Committee (ELAC) and School Site Council (SSC). On an annual basis, the School Site Council provides input and approves Murray’s Single Plan for Student Achievement (SPSA). For the 2020-21 school year, the VUSD Blueprint for the Future provided funds to support the hiring of a Parent Liaison which Murray shares with Rancho Buena Vista High School. The Parent Liaison is available for a wide variety of tasks and programs to connect Murray parents with the school, such as breakfast for parents to come together and have a place to ask questions or offer suggestions to our school community

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate

School	2016-17	2017-18	2018-19
Dropout Rate	34.1%	21.8%	24.8%
Graduation Rate	46.8%	56.9%	54.0%

District	2016-17	2017-18	2018-19
Dropout Rate	14.6%	20.0%	23.9%
Graduation Rate	69.5%	72.2%	70.3%

State	2016-17	2017-18	2018-19
Dropout Rate	9.1%	9.6%	8.0%
Graduation Rate	82.7%	83.0%	84.5%

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

School Safety

SB187 Safety Plan

Date the plan was last approved: 9/9/2020

Date the plan was last reviewed with staff: 10/1/2020

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 and monitored by surveillance cameras. To maintain a safe environment, Murray has a closed campus where all visitors must register with the front office staff. Staff monitors the campus before, after school, and during breaks. Murray has one Campus Supervisor employed part-time.

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Discipline

All students learn school rules and discipline policies as they are published annually in Murray's online Student Handbook. The teachers, our graduation advisor, counselor, and principal strive to know each of our students and to assist them with conflict resolution, decision-making, and goal setting. Before referring a student to an administrator, the Murray teaching staff uses a variety of strategies to assist students with positive behavior management, conflict resolution, and anger management. Our Principal and Graduation Advisor handle discipline issues with individual students.

The primary goal of Murray's discipline practices is to create a safe and productive learning environment for our students. We believe that all students need to be held responsible for their behavior as disruptive students negatively affect our learning environment. We use in-school suspension as necessary, and suspension is used as a last resort. Expulsion is the most severe consequence we can impose. Expelled students are removed from the school and given the opportunity to continue their education at the Juvenile Court and Community Schools (JCCS) run by the San Diego County Office of Education.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	6.3%	10.8%	3.7%	4.0%	3.5%	3.5%
Expulsions	0.0%	0.0%	0.1%	0.1%	0.1%	0.1%

Suspensions and Expulsions for School Year 2019-20 Only
(data collected between July through February, partial school year due to Covid-19 pandemic)

Rate	School	District	State
Suspensions	10.9%	3.3%	N/A
Expulsions	1.5%	0.1%	N/A

Other SARC Information

Specialized Resource Services

In addition to teachers and the principal, other staff, such as social workers, teen parent counselors, speech and hearing specialists, school psychologists, nurses, and technology specialists, provide school and student services. These professionals are district employees who provide services to Murray students on an as-needed basis. The census called CBEDS, which occurs in the first week of October accounts for these specialized staff in ways that may not accurately account for the time they spend here. Specialized resource staff work at more than one school in our district and their schedules change as students' needs change.

Murray High School students and staff have access to a full-time Academic Intervention teacher. This position was funded through the VUSD Blueprint and the LCAP funding provided by the state of California. Murray continues to utilize a graduation advisor who is released through master schedule allocation for five periods daily. The graduation advisor monitors seniors, and super seniors' graduation plans conduct student/parent intake conferences, and handles student discipline issues. A health technician oversees the health office daily, and a school nurse is on campus one day per week and as needed in emergency situations.

Academic Counselors and Other Support Staff

Title	Number of FTEs* Assigned to the School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	202.0
Psychologist	0.3	
Social Worker	0.5	
Especialista en habla/lenguaje/audición	0.1	
Nurse	0.2	
Other	0.3	

* 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.

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	2017-18			Avg. Class Size	2018-19			Avg. Class Size	2019-20					
	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	9.0	26		10.0	27			12.0	26	1	1			
Mathematics	16.0	10		15.0	10			18.0	9	1				
Science	16.0	5		20.0	4	1		21.0	4	1				
Social Science	20.0	9	1	16.0	12	1		22.0	6	4				

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

SCHOOL ACCOUNTABILITY REPORT CARD

School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-19)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School	\$13,133	\$1,602	\$11,531	\$102,716
District			\$5,473	\$100,014
State			\$7,750	\$84,577
Percent Difference: School/District			111%	3%
Percent Difference: School/State			49%	21%

- **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 2018-19)

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	\$49,905	\$52,484
Mid-Range Teacher Salary	\$79,321	\$81,939
Highest Teacher Salary	\$104,599	\$102,383
Average Principal Salary (Elementary)	\$128,414	\$129,392
Average Principal Salary (Middle)	\$127,617	\$136,831
Average Principal Salary (High)	\$152,749	\$147,493
Superintendent Salary	\$281,000	\$254,706
Percent of District Budget		
Teacher Salaries	34%	34%
Administrative Salaries	4%	5%

Other Funding (Fiscal Year 2019-20)

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

Program	Amount
Special Education	\$264,107
Lottery Instructional Materials	\$3,661
Title I	\$21,968
ESSA	\$72,560
21st Century	\$127,114
Total	\$489,410

Professional Development

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

In response to the COVID-19 pandemic, the Vista Unified School District (VUSD) developed a targeted professional development plan, which includes adaptive responses to emerging educational challenges, to ensure the instructional focus and interventions that are provided to students are high quality and implemented in all schools. Inherent in the professional development plan are the health and safety of all personnel. This requires all staff to participate in professional development in a distance-learning environment. Professional development for 2020-2021 will provide a deeper understanding and application of effective online and in-person instructional strategies and technology tools to support our district's goals and California's priorities for improving student outcomes. Professional development opportunities include:

- Teachers and staff participate in a variety of flexible learning opportunities to build capacity in the implementation of our new comprehensive diagnostic assessment system, Fastbridge. Assessment data informs teacher planning and program implementation.
- We have developed a comprehensive system to monitor and support mental health and the social and emotional well-being of students and staff. Professional development includes Trauma Informed Practices for Schools (TIPS), creating and implementing the expansion of suicide prevention training, and resiliency training for our social workers.
- The district adopted a new learning management system (LMS), Canvas, in response to the current COVID-19 pandemic. The use of the new LMS will allow us to pivot from distance learning to in-person learning, should the need arise, to ensure continuity of learning for our students. All teachers participate in ongoing, sustained professional learning in the use of Canvas.
- The school board approved three days of professional development (Aug 31, Sept 1, and Sept 2) for all certificated and classified staff to engage in a robust training and professional development sequence that

SCHOOL ACCOUNTABILITY REPORT CARD

included health and safety measures, instructional design and delivery, social-emotional supports and interventions, and new technology use and application. Built into each of the three days, teachers and staff members collaborated with their peers to debrief and develop plans to apply what they have learned. Recorded training and professional development sessions are archived for staff to review as needed. Additional opportunities to participate in professional learning occur throughout the school year.

- In addition to teacher and staff professional development, all district administrators participated in four days of professional development. Training included a focus on health and safety protocols, instructional design and implementation, technology, and learning loss support.
- A team of Learning Loss teachers supports classroom teachers throughout the year analyzing student data to identify levels of student learning loss and design targeted tier II/III intervention and instructional support including support for students with unique needs.
- Our team of Learning Loss teachers train and support teachers and staff throughout the year in the application of a variety of instructional software. Individual school sites also provide their staff with personalized professional development to support site-based applications.
- TK-5 teachers continue to participate in Eureka math and Benchmark Advanced English language arts curriculum training. In between trainings, site teams meet to continue to refine and adjust the curriculum.
- Special education staff participate in professional development on mitigating learning loss, the implementation of distance learning, and other synchronous related services.
- Our ELD teachers participate in professional development in the area of online programs that support our English Learners and Fastbridge diagnostic assessment training to monitor student learning.

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.

