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Grades TK-5

Grapevine Elementary School

School Accountability Report Card

Reported Using Data from the 2021-22 School Year
Published During 2022-23

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About This School

Mission Statement

The purpose of Grapevine Elementary is to build an educational foundation through collaboration and innovation for all students to become real-world problem solvers.

Vision Statement

It is the vision of Grapevine Elementary that all students will achieve their individual potential in a safe, positive, and nurturing learning environment.

Principal's Message

At Grapevine Elementary, we are committed to providing the best possible education for our students with high expectations and accountability for all. Our enrollment in TK-5 is at 780 students. The instructional program focuses on the core curriculum. It is based on California's Common Core Standards for English Language Arts and Math and English Language Arts and English Language Development (ELA/ELD) framework. Additionally, we have implemented Next Generation Science Standards (NGSS) in all grades.

Furthermore, Grapevine embarked on the Guided Language Acquisition Design (GLAD) model to support our student's academic and linguistic needs. Project GLAD was identified as an instructional model with the potential to close the academic achievement gap between English Learners and English Proficient students. Project GLAD seeks to accomplish this by using instructional strategies that can be integrated with any curriculum in different subject areas. In addition, we offer a strand of Dual Language Immersion Program (50-50) in Kindergarten, First, and Second Grade this school year. The dual-language immersion program aims to educate students to become bi-literate in English and Spanish, achieve grade-level competencies in both languages, and be culturally competent. In the socio-emotional and behavioral areas, our Positive-Behavior, and Intervention Support (PBIS) system continues to be implemented this year with four school-wide expectations: Show Respect, Make Responsible choices, Solve Problems and Be Safe. We are proud of our instructional focus and caring environment at Grapevine Elementary. We value the importance and involvement of our families and the community. We believe that participation at school helps parents and caregivers understand the educational process more thoroughly and know that they can truly make a difference on behalf of their children. We welcome your participation, your commitment, and your feedback.

Major Achievements

- Collaboration is an essential area in our professional learning community. All our teachers meet weekly for grade-level collaboration to analyze student work, and cognitive design planning, and to make instructional decisions that promote high achievement for all.
- Our teachers use additional collaboration time to plan Guided Language Acquisition Design (GLAD) lessons or units and strategies for our students across all grade level areas.
- Our Accelerated Reader Program is fully implemented in K-5 to promote independent reading and reward students for their accomplishments in reading.
- Grapevine has a very successful Before and After school program (AM/PM) and After School Education and Safety (ASES) that provides extended academic and socioemotional support to our students in grades K-5.
- We have a full-time Assistant Principal. All our teachers are fully credentialed. Instructional assistants provide support in small groups or 1:1.
- We have a full-time counselor and a full-time funded psychologist position on campus serving our students' social and emotional needs.
- We also have additional counseling support through Palomar Family Counseling Services-Incredible Years in Kindergarten through third grade.

- We have a full-time music teacher for our students in grades TK-5.
- All classrooms are connected to the Internet, and we have 1:1 Chromebooks for students in grades 2-5 and a 1:1 iPad ratio in TK-1 classrooms.
- All students have access to state-adopted textbooks for all core areas. In addition, TK-5 uses Benchmark Advance and Adelante. Dual Language students use English and Spanish-adopted materials in Language Arts and Math.
- We offer a Dual Language Immersion track 50/50 in English and Spanish in Kinder through fourth grade and will be adding fifth grade next school year.
- We have a Community Liaison providing assistance and school and community resources to our families.
- Professional Development in ELA, SLA, ELD, and Math is provided once a month, where our K-5 teachers learn and improve their teaching practice.

Focus for Improvement

- We have an adopted ELA/ELD Language Arts curriculum called Benchmark. Our teachers have gone through training to learn more about the program's components.
- We will continue our focus on implementing the Math Program Eureka in its third year in grades TK-5 and will continue to have academic discussions on instruction, assessment, and support systems.
- Weekly grade-level collaboration meetings are held on Mondays to develop curricular lessons, analyze student data in various subjects, and determine the next steps.
- Dual Language Immersion Program Strand in English and Spanish (50-50) in Kindergarten, First Grade, and Second Grade classes.
- All teachers participate in implementing assessments that measure students' mastery of state standards in English/ Language Arts and math. In addition, we utilize Fastbridge Reading and Math for TK-5 to understand reading and math levels from a diagnostic assessment.
- Online programs like Imagine Learning will support our students to learn foundational skills and vocabulary needed to tackle more complex texts and math skills through the Imagine Learning Math program.
- We also analyze data from the English Language Proficiency Assessments for California (ELPAC) test administered to our English Language Learners annually and plan strategic steps to meet their needs.
- Integrated and Designated English Language Development (ELD) time is provided daily to K-5 students identified as English Language Learners.
- Intervention is offered to grades K-5 with computer programs and reading intervention Tier II. In addition, these interventions include ASES and after-school interventions.

Student Enrollment by Grade Level (2021-22)

Grade Level	Enrollment
Kindergarten	142
Grade 1	138
Grade 2	123
Grade 3	141
Grade 4	50
Grade 5	118
Total Enrollment	752

Student Enrollment by Subgroup (2021-22)

Student Group	Percent of Total Enrollment
Female	43.6%
Male	56.4%
Non-Binary	0.0%
American Indian or Alaska Native	0.4%
Asian	0.8%
Black or African American	1.7%
Filipino	0.3%
Hispanic or Latino	83.8%
Native Hawaiian or Pacific Islander	1.5%
Two or More Races	4.0%
White	7.6%
English Learners	33.8%
Foster Youth	0.7%
Homeless	2.7%
Migrant	0.7%
Socioeconomically Disadvantage	183.6%
Students with Disabilities	13.0%

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	Number 2020-21	Number 2021-21
2Permits and Waivers	0.0	
Misassignments	0.0	
Vacant Positions	0.0	
Total Teachers Without Credentials and Misassignments	0.0	

SCHOOL ACCOUNTABILITY REPORT CARD

Teacher Preparation and Placement (2020-2021)

Authorization/Assignments	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	31.5	98.4%	920.8	87.1%	228,366.1	83.1%
Intern Credential Holders Properly Assigned	0.0	0.0%	2.0	0.2%	4,205.9	1.5%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0%	16.4	1.6%	11,216.7	4.1%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	44.8	4.2%	12,115.8	4.4%
Unknown	0.5	1.6%	72.9	6.9%	18,854.3	6.9%
Total Teaching Positions	32.0	100.0%	1,057.0	100.0%	274,759.1	100.0%

Teacher Preparation and Placement (2021-2022)

Authorization/Assignments	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials Assigned Out-of-Field (considered "out-of-field" under ESSA)

Authorization/Assignment	Number 2020-21	Number 2021-21
Credentialed Teachers Authorized on Permit or Waiver	0.0	
Local Assignment Options	0.0	
Total Out-of-Field Teachers	0.0	

Class Assignments

Indicator	Percent 2020-21	Percent 2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0%	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0%	

(The 2021-22 Teacher information is anticipated to be available at the end of February 2023)

Curriculum and Instructional Materials

Reading and Writing: Our TK-5 district-adopted English language arts (ELA) curriculum is *Benchmark Advance*. *Benchmark Adelante* is our adopted curriculum for our dual language TK-3 program, and *Benchmark Advance: Texts for English Language Development* is our adopted K-5 curriculum for English language development. Aligned to meet the demands of the California Common Core ELA Standards and the California English Language Development Standards, the Benchmark literacy program is a comprehensive reading program that addresses the needs of all levels of readers and English language learners and special needs students. Rigorous integrated reading, writing, speaking, and listening instruction provides all students opportunities to master learning goals.

Mathematics: Our K-5 district-adopted mathematics curriculum is *Eureka Math*. This comprehensive program includes daily fluency, application, and concept development. The *Eureka Math* was designed around the core principle that students need to know more than just what works when solving a problem—they need to understand why it works. Therefore, the curriculum goes beyond facts and formulas, teaching students to think about math conceptually to gain a strong foundational conceptual understanding and a high degree of procedural skill and fluency.

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2022-23)

In Vista Unified School District (VUSD), textbooks and instructional materials considered for adoption are carefully reviewed by a committee of teachers and administrators. The most promising programs are piloted using established criteria and guidelines. Recommended textbooks and instructional materials are then approved by the VUSD Board of Trustees. Each student in the district, kindergarten through grade twelve, is provided with standards-aligned textbooks or instructional materials consistent with the content and cycles of the curriculum frameworks adopted by the California State Board of Education.

The table below displays information about the quality, currency, and availability of the standards-aligned textbooks and instructional materials used at each 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 a resolution by the Board of Trustees declaring the sufficiency of textbooks and instructional materials for the fiscal year 2022-23 under *Education Code* Sections 60119, 60422(b), and 60451 was done on October 5th, 2022.

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	Benchmark *Advance* Benchmark *Adelante* (Dual Language)	2020	Yes	0%
	Benchmark Advance: Texts for English Language Development	2020	Yes	0%
Mathematics	Great Minds *Eureka Math*	2018	Yes	0%
Science	Delta *Full Option Science System* (FOSS)	2007	Yes	0%
History-Social Science	TCI *Social Studies Alive!*	2021	Yes	0%

Science: Our TK-5 adopted science curriculum promotes a hands-on approach to studying earth and space systems, life science, physical science, and engineering design. The science curriculum is based on materials from FOSS (*Full Option Science Systems*). Students participate in science investigations aligned to the California Next Generation Science Standards and include topics such as weather and climate, processes that shape the earth, energy, and interdependent relationships in ecosystems. This engaging approach to understanding and applying knowledge in science allows students to build their scientific literacy skills while learning about the world.

History-Social Science: Our K-5 district adopted history-social science curriculum is TCI *Social Studies Alive*. This comprehensive program employs a content-rich, relevant narrative to provide a hands-on and interactive approach to skills development and reading support. The curriculum is organized thematically to the strands of civics and government, geography, economics, and history.

Specialized Services

Special Education Program: Grapevine Elementary School is staffed with three full-time resource specialists, two full-time teachers in the Social-Emotional Academic Support (SEAS) program, two full-time speech and language pathologists, a full-time counselor, and a full-time psychologist. Students enrolled in special education at Grapevine meet regularly with a special education teacher who provides specialized individual and small-group instruction based on the student's Individualized Education Program (IEP) goals. When needed, the district also provides a social worker, district counselors, and home-school liaisons to assist families in helping their children succeed in school.

English Language Development Program (ELD): Grapevine provides Integrated ELD time (GLAD) and Designated ELD time for our English Language Learners (ELs). Our teachers use specific strategies daily to support our ELs' needs during Integrated ELD, and they receive Designated ELD time daily to meet their level of language proficiency. We strive to reclassify our English Learners by the end of fifth grade. We also have a full-time English Language Development Resource teacher

Library

Our elementary school library/media technician is on-site five days a week. We have an extensive collection of library books in English and Spanish, reference materials, and an online database. All elementary students will have access to the virtual library time every day and once every week with the direct support of the librarian, who will provide the students with tools to access literature and other reading resources to enhance their learning.

Technology

Our students have access to an educational electronic device 1:1 in the classrooms. We also offer virtual learning where students learn from home with a device they can loan from the school. This is one of the options families have during the COVID-19 Pandemic. Our students in grades TK-1 use iPads, and our students in grades 2-5 use Chromebooks for learning and using the learning management system Canvas. All classrooms are connected to the Internet through a wireless network. We use supplemental programs to enhance our content areas and our state-adopted curriculum. Grades 1-5 students use Renaissance Learning, which promotes independent reading and rewards their progress. We assess students in reading and math with the Fastbridge Reading and Math assessments three times a year. We use Imagine Learning instruction support in reading, ELD, and Math online. Teachers use our database system Aeries to create progress reports shared with our families three times a year. The data generated from these progress reports are used to determine the next steps for improving instruction and learning

School Facilities

School Facility Good Repair Status (School Year 2022-23)

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 **11/22/2022**. 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	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**	Torn tackboard in one room. Missing and loose cove base in one room. Damaged counter top in one room. Stained ceiling tiles in more than one room.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	**Good**	No repairs needed at the time of inspection.
Electrical: Electrical	**Good**	Bad ballast in more that one room.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	**Good**	Inoperable urinal in one restroom. Inoperable toilet in one restroom.
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**	Door sweep needs to be replaced in one room.
Overall Rating:	**Good 97.3%**	

School Facility Conditions and Planned Improvements

Grapevine Elementary School opened in 1962. Classrooms are cleaned daily with approved disinfectants aligned to COVID-19 regulations. The grounds and buildings are regularly maintained through a district-wide schedule. Classrooms have adequate desks for students sitting at a distance as practicable, per CDC guidelines. Additionally, the school has added three handwashing stations to ensure that our students wash their hands regularly.

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.

Cleaning Process and Schedule

The site administrators, custodians, 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 effort to ensure that all schools are clean, safe, and functional.

Pupil Outcomes

State Priority: Pupil Achievement

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **College and Career Ready:** 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	
	2020-2021	2021-2022	2020-2021	2021-2022	2020-2021	2021-2022
ELA/Literacy	N/A	27%	N/A	43%	N/A	47%
Mathematics	N/A	23%	N/A	28%	N/A	33%

CAASPP Test Results in ELA by Student Group for Students Taking and Completing a State-Administered Assessment Grades Three through Eight and Grade Eleven (School Year 2021–2022)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	355	352	99.15%	0.85%	27.27%
Female	153	151	98.69%	1.31%	33.11%
Male	202	201	99.5%	0.5%	22.89%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%
Black or African American	0	0	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%
Hispanic or Latino	305	302	99.02%	0.98%	26.16%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%
Two or More Races	0	0	0.0%	0.0%	0.0%
White	25	25	100%	0.0%	32.0%
English Learners	108	107	99.07%	0.93%	9.35%
Foster Youth	0	0	0.0%	0.0%	0.0%
Homeless	0	0	0.0%	0.0%	0.0%
Military	27	26	96.3%	3.7%	30.77%
Socioeconomically Disadvantaged	295	294	99.66%	0.34%	24.15%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%
Students with Disabilities	63	62	98.41%	1.59%	9.68%

Note: Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted to report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, and state have N/A values because these data are not comparable to 2021–22 data.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Test Results in Mathematics by Student Group for Students Taking and Completing a State-Administered Assessment Grades Three through Eight and Grade Eleven (School Year 2021–2022)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	355	352	99.15%	0.85%	23.01%
Female	153	152	99.35%	0.65%	19.08%
Male	202	200	99.01%	0.99%	26.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%
Black or African American	0	0	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%
Hispanic or Latino	305	302	99.02%	0.98%	20.86%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%
Two or More Races	0	0	0.0%	0.0%	0.0%
White	25	25	100%	0.0%	40.0%
English Learners	108	108	100%	0.0%	5.56%
Foster Youth	0	0	0.0%	0.0%	0.0%
Homeless	0	0	0.0%	0.0%	0.0%
Military	27	26	96.3%	3.7$	19.23%
Socioeconomically Disadvantaged	295	293	99.32%	0.68%	18.77%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%
Students with Disabilities	63	62	98.41%	1.59%	4.84%

CAASPP Test Results in Science for All Students Grades Five, Eight and High School

Science	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2020-2021	2021-2022	2020-2021	2021-2022	2020-2021	2021-2022
	N/T	11.21%	N/T	27.48%	28.5%	29.47%

Note: Science test results include the CAST 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 CAST 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: For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.
Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.



CAASPP Test Results in Science by Student Group Grades Five, Eight and High School (2021-22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	116	116	100%	0.0%	11.21%
Female	50	50	100%	0.0%	8.8%
Male	66	66	100%	0.0%	13.64%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%
Black or African American	0	0	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%
Hispanic or Latino	101	101	100%	0.0%	8.91%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%
Two or More Races	0	0	0.0%	0.0%	0.0%
White	0	0	0.0%	0.0%	0.0%
English Learners	32	32	100%	0.0%	0.0%
Foster Youth	0	0	0.0%	0.0%	0.0%
Homeless	0	0	0.0%	0.0%	0.0%
Military	0	0	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	98	98	100%	0.0%	9.18%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%
Students with Disabilities	20	20	100%	0.0%	0.0%

Note: Science test results include the CAST 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 CAST 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: For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.
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.

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 (2021-22)

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	97.4%	98.3%	98.3%	98.3%	95.7%

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.
Note: Percentages are not calculated, and double dashes (--) appear in the table 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.

Chronic Absenteeism by Student Group (2021-22)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	820	791	364	46.0%
Female	354	342	165	48.2%
Male	466	449	199	44.3%
American Indian or Alaska Native	4	4	4	100%
Asian	8	8	0	0.0%
Black or African American	16	13	8	61.5%
Filipino	3	3	0	0.0%
Hispanic or Latino	667	651	284	43.6%
Native Hawaiian or Pacific Islander	15	15	14	93.3%
Two or More Races	36	33	19	57.6%
White	71	64	35	54.7%
English Learners	293	287	114	39.7%
Foster Youth	9	6	5	83.3%
Homeless	22	21	11	52.4%
Socioeconomically Disadvantaged	683	666	316	47.4%
Students Receiving Migrant Education Services	8	7	1	14.3%
Students with Disabilities	137	131	71	54.2%

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: PTA
Phone Number: (760) 724-8329

We invite all parents to volunteer in classrooms and serve on the PTA, SSC, or ELAC committees. Grapevine offers evening programs, including science, reading, and math family academies and workshops designed to teach parents to support their children academically. We also provide opportunities in the socio-emotional area. Our PTA supports our monthly virtual assemblies and is committed to engaging the entire school community. Grapevine forms a parent-school partnership with all parents to support the education of all children. We feel strongly that parental/caregiver involvement is the key to success for individual students and the entire school. We encourage parents to set college goals for their children and take an active role in our school. We have set up a Parent Center and have a full-time Community Liaison to encourage our parents to participate fully in their student's education. We are proud of our community's commitment and the growth shown by our volunteers.

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 for School Year 2019-20 Only

(data collected between July through February, partial school year due to Covid-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.53%	3.5%	2.45%
Expulsions	0.0%	0.1%	0.05%

Note: The 2019—2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019—2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019—2020 school year compared to prior years.

Suspensions and Expulsions

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

Rate	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	1.43%	1.95%	1.26%	4.93%	0.2%	3.17%
Expulsions	0.0%	0.0%	0.01%	0.05%	0.0%	0.07%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.95%	0.0%
Female	0.85%	0.0%
Male	2.79%	0.0%
Non-Binary	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Asian	0.0%	0.0%
Black or African American	6.25%	0.0%
Filipino	0.0%	0.0%
Hispanic or Latino	1.65%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	2.78%	0.0%
White	4.23%	0.0%
English Learners	1.37%	0.0%
Foster Youth	0.0%	0.0%
Homeless	13.64%	0.0%
Socioeconomically Disadvantaged	1.9%	0.0%
Students Receiving Migrant Education Services	0.0%	0.0%
Students with Disabilities	9.49%	0.0%

School Safety

SB187 Safety Plan

Date the plan was last updated: August 2022

Date the plan was last reviewed with staff: August 2022

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 ensuring a safe and orderly environment conducive to learning, (9) rules and procedures on school discipline adopted according to Ed Code Sections 35291 and 35291.5, and (10) lockdown procedures. In addition, a copy of the plan is available for inspection by the public at each school.

Our school and grounds are very safe. We follow school safety policies with a locked campus when students are in school. 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. All school staff is trained annually in safety procedures for the site.

Discipline

Grapevine focuses on Positive Behavioral Interventions and Supports (PBIS) called the Grizzly Way and a Character Education Program named Character Counts that promotes Respect, Responsibility, Trustworthiness, Fairness, Caring, and Citizenship. We have also added Restorative Practices to our progressive discipline model. At the beginning of the school year, our students participate in school-wide expectations (called Station Rotations) to learn school expectations and routines based on the Positive Behavior Interventions and Supports (PBIS) model. We celebrate exceptional students following Character Counts' traits weekly with the Grizzlies of the Week assemblies and monthly with the Student of the Month awards assembly. We also celebrate students' positive choices with Grizzly Dollars and Positive Office Referrals.

We document discipline cases using our database system and communicate with parents and other school personnel when necessary. In addition, we follow district protocol and refer to Ed Code to document any incidents. We also implement pre-referral interventions as part of our progressive discipline model.

Other SARC Information

Average Class Size and Class Size Distribution (Elementary)

The average class size is calculated by dividing the number of students enrolled in classes, excluding special education and a few other minor categories, divided by the number of classes. The following table provides three years of data.

Grade Level	2019-20				2020-21				2021-22			
	Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
Kindergarten	27.0		6		27.0		5	1	23.0	1	5	1
Grade 1	24.0		6		23.0	1	4		27.0		5	1
Grade 2	24.0		4		28.0		4	1	28.0	3	1	2
Grade 3	23.0		5		24.0		3		23.0	2	4	
Grade 4	33.0		1		33.0		1		28.0		3	
Grade 5	32.0		1	1	30.0		3		27.0		4	
Other	19.0	2	1		21.0	3	4		12.0	2		

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

Academic Counselors and Other Support Staff

Title	Number of FTEs* Assigned to the School
Counselor (Academic, Social/Behavioral or Career Development)	2.0
Library Media Services (paraprofessional)	1.0
Psychologist	1.0
Speech/Language/Hearing	2.0
Nurse	0.2
Resource Specialist (non-teaching)	2.0
Other: Parent Liaison	2.0

*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 2020-21)

Expenditures Per Pupil				Average Teacher Salary
Level	Total	Restricted	Unrestricted	
School	$8,515	$2,315	$6,200	$88,184
District			$7,372	$88,111
State			$6,594	$83,102
Percent Difference: School/District			(16%)	0%
Percent Difference: School/State			(6%)	6%

- **Restricted** source means money whose use is restricted by legal requirement or by the donor.
- **Unrestricted** source means money that can be used for any lawful purpose, whose use is not restricted by legal requirement or by the donor.

For more information, see the CDE Certificated Salaries & Benefits Web page at **http://www.cde.ca.gov/ds/fd/cs/**. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at **http://www.ed-data.org**.

Other Funding (Fiscal Year 2021-22)

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

Program	Amount
Special Education	$1,510,875
COVID State and Federal Relief Funds	177,458
Title I	117,162
After School Education & Safety Program (ASES)	273,039
Lottery Instructional Materials	15,500
Local Grants	188
Total	$1,510,875

Teacher & Administrative Salaries (Fiscal Year 2020-21)

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	$50,314	$54,370
Mid-Range Teacher Salary	$79,971	$82,681
Highest Teacher Salary	$105,457	$106,610
Average Principal Salary (Elementary)	$133,730	$135,283
Average Principal Salary (Middle)	$138,442	$141.244
Average Principal Salary (High)	$157,888	$152,956
Superintendent Salary	$260,000	$264,367
Percent of District Budget		
Teacher Salaries	35.0%	33.09%
Administrative Salaries	3.81%	5.03%

Professional Development

Measure	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	5	6	5

The Vista Unified School District (VUSD) has developed a professional development plan to ensure the instructional focus and interventions provided to students are high quality and implemented in all schools. Our plan is designed to provide teachers, administrators, and staff with initial and ongoing professional development to support the implementation of a multi-tiered system of support (MTSS) for students, the California Common Core State Standards, and instructional technology tools. Embedded within our professional development plan are opportunities for teachers and paraprofessionals to collaborate with their peers to review assessment results, plan instruction, and design interventions and enrichment opportunities for students.

Implementation of our *Special Education Strategic Plan* will provide professional development opportunities in Universal Design for Learning and differentiation to foster a collaborative approach for special education teachers, general education teachers, and paraprofessionals to build their capacity as equal partners within the instructional environment. The district's Behavior Support Team will continue to build capacity with school site leaders, general education teachers, education specialists, instructional assistants, counselors, and school psychologists to implement a multi-tiered system of support to enhance instruction for learners with behavioral challenges.

The Special Education Department will also provide professional development and collaboration opportunities to expand the implementation of an inclusive teaching service delivery model for students with special needs in the general education preschool environment.

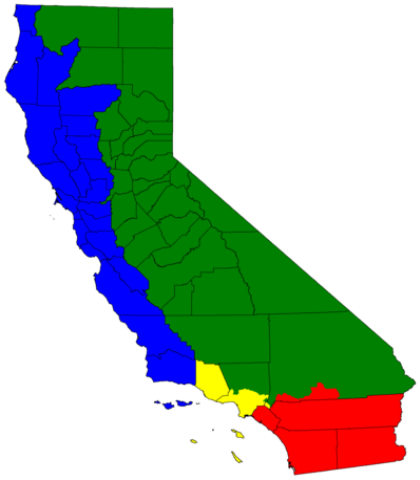
Our Multilingual Education Department will implement a multilingual education system with a professional development focus on support and services for English learners in our Structured English Immersion and Dual Language Immersion programs. A team of ELD teachers will also lead the implementation of the VUSD English Learner Master Plan, which includes providing ongoing professional development for teachers at all school sites.

The school board has approved three days of professional development for all certificated and classified staff to engage in a robust training and professional development sequence that includes digital citizenship, health and safety, instructional design and delivery, social-emotional supports and interventions, and restorative practices. In addition, all district administrators participate in Leadership Advance, a two-day sequence of professional learning focusing on topics such as implicit bias, fiscal management, administrators as servant leaders, and health and safety protocols.

Professional development opportunities are provided to support the use of technology such as Canvas, our learning management system; Zoom, an online video collaboration platform; and Remind, a mobile messaging platform.

Participants in our early education through grade three (P-3) Teacher Think-Tank will participate in professional development supporting the implementation of the P-3 Continuum. Professional learning will focus on pedagogical strategies to increase the quantity and quality of language interactions in the classroom setting as well as designing a collaboration sequence for teachers and administrators in early education through grade three.

SARC Overview



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 and 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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at **www.cde.ca.gov/ta/ac/sa/**.

For more information about the LCFF or the LCAP, see the CDE LCFF web page at **www.cde.ca.gov/fg/aa/lc/**.

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at **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).

California School Dashboard

The California School Dashboard (Dashboard) **www.caschooldashboard.org/** reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.