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Grades TK-5

Bobier 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

Bobier Broncos have heart!

Vision Statement

Our school's vision is to provide student-centered experiences that inspire all students socially and challenge them academically to perform at their highest potential.

Mission Statement

The Bobier Elementary School community inspires learners to be mindful citizens who actively collaborate in the creation of interdisciplinary projects. Our reflective students are empowered to take action and solve real world problems, fostering both community and global involvement.

Principal's Message

Bobier Elementary School is proud to announce that we are now a Community School. Our goal is to provide a whole community, whole child experience by creating continuous cycles of improvement leading to increased academic achievement. As a Community School in VUSD, we strive to equitably support all students and families by fully uniting the school and community via the 4 community pillars:

- Integrated student supports
- Family and community engagement
- Collaborative leadership, and
- High-quality teaching along with extended learning and opportunity

Our focus at Bobier is to promote academic achievement in a safe, student-centered learning environment. We encourage critical thinking and problem-solving and foster intellectual and social-emotional development by focusing on global competencies. We foster the development of skills in character, collaboration, creativity, communication, and critical thinking. We strive to facilitate open communication and collaboration with all stakeholders and provide effective planning and instruction that prepares students with skills needed in the 21st century. We are continuing our path with our 1:1 Computing Initiative with iPads for every student in Transitional Kindergarten and Chromebooks for every student in grades Kindergarten - 5th. Our teachers have been trained to facilitate individualized, blended learning using various digital programs, which students can also access at home.

We have a strong focus on Social-Emotional Learning and staff have participated in professional development training in Restorative Practices and Capturing Kid's Hearts. We have also participated in training through Welcoming Schools to ensure that Bobier is a safe and inclusive environment for all. In addition, COVID has made it even more necessary to help students deal with stress and manage emotions. For the past few years, we have successfully implemented Kimochis, a proven system to help students grow and transform by skillfully handling their feelings.

Parent participation and community involvement are critical components of student success in school. Please check us out on Twitter and Facebook! Like our pages for the most current updates on Twitter [@BobierBroncos](https://twitter.com/BobierBroncos) and Facebook at Bobier Elementary, or visit our website at www.bo.vistausd.org. I am incredibly honored to be at Bobier and cannot wait to see what the future will bring us together as we continue our pursuit of excellence and innovation.

SCHOOL ACCOUNTABILITY REPORT CARD

Focus for Improvement

At Bobier Elementary, we take our district's goals of Excellence and Innovation seriously.

Our educators have participated in the following:

- GLAD – Guided Language Acquisition and Design
- PBIS- Positive Behavioral Interventions and Supports
- Project Lead the Way, Mystery science
- 1:1 Training for Technology
- Personalized Learning
- Eureka Math
- Canvas, our Learning Management System
- Benchmark, our ELA / ELD adopted curriculum
- Balanced assessment
- NGSS units of study
- Thrively, Habits of Mind, Restorative Justice character education
- Kimochis
- Lexia, MyON, and AR
- ZEARN and Reflex
- Designated and Integrated ELD support

Our staff is wholeheartedly committed to Vista Unified's values of Respect, Trust, Collaboration, Equity, and Kindness. Our high professional communication and collaboration standards are grounded in a student-centered focus. We make decisions that support student academic progress, social and emotional well-being, and safety. Personnel and programs that contribute to a safe and positive school climate include:

- Learning Center that also provides social-emotional and Intervention support
- Dedicated Sensory Room and Calming Corners in classrooms
- Parent Involvement in PTA, ELAC, School Site Council, Community School Advisory Council, and other school and family events
- Restorative Practices
- Principal, Assistant Principal, School Psychologist, Counselor, and all school staff work collaboratively to meet student social-emotional needs

Student Enrollment by Grade Level (2021-22)

Grade Level	Enrollment
Kindergarten	83
Grade 1	75
Grade 2	91
Grade 3	101
Grade 4	91
Grade 5	96
Total Enrollment	537

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

Student Enrollment by Subgroup (2021-22)

Student Group	Percent of Total Enrollment
Female	48.4%
Male	51.6%
Non-Binary	0.0%
American Indian or Alaska Native	0.2%
Asian	0.4%
Black or African American	0.4%
Filipino	0.6%
Hispanic or Latino	95.5%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	0.7%
White	2.0%
English Learners	54.0%
Foster Youth	0.5%
Homeless	6.0%
Migrant	5.0%
Socioeconomically Disadvantage	9.4%
Students with Disabilities	14.2%

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

Authorization/Assignment	Number 2020-21	Number 2021-22
Permits and Waivers	0.0	
Misassignments	0.0	
Vacant Positions	0.0	
Total Teachers Without Credentials and Misassignments	0.0	

Teachers Without Credentials Assigned Out-of-Field

Authorization/Assignment	Number 2020-21	Number 2021-22
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%	

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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)	22.5	95.7%	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	1.0	4.3%	72.9	6.9%	18,854.3	6.9%
Total Teaching Positions	23.5	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.

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

SCHOOL ACCOUNTABILITY REPORT CARD

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.

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 *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 Programs: Students with mild to moderate learning differences who qualify for an Individualized Education Plan (IEP) receive additional instructional support. Bobier Elementary School is staffed with two full-time and one part-time educational specialist, one full-time and one part-time speech and language pathologist, and a school psychologist. Students enrolled in special education at Bobier meet regularly with an Educational Specialist who provides specialized small-group and individual instruction based on the student's Individualized Education Plan (IEP). In addition, all students are

included in general education classes with their peers during core instruction with the support of a credentialed Education Specialist and/or Specialized Instructional Assistants as part of our inclusion model.

English Learner Program: Many of our students qualify as English Learners when they enter Kindergarten. Several of our staff members are bilingual, and our Community Liaison supports parent outreach, which works to connect both English and Spanish-speaking families with our school community. In addition, several programs are available to help build English language skills and fluency.

Students who are English Learners also benefit from designated and integrated English Language Development (ELD) throughout the day, where instruction is directed to their proficiency levels to support the goal of reclassification. In addition, a full-time ELD Resource Teacher is on staff to support our ELL community.

Library

Our elementary school library is open five days a week. It has an extensive collection of library books, reference materials, and an online database. All elementary students visit the library once every week, where they receive instruction in using the library, conducting computer searches, and using reference materials. Each week, the students all check out a book and listen to stories read aloud.

Technology

All our classrooms are connected to the Internet with Wi-Fi. Grades K-5 have 1:1 computing capability with Chromebooks, and TK has 1:1 iPad. Additional carts of iPads are also available for classes to check out. Our technology is used for various instructional purposes, including computer programming, writing, reading, and English Language support.

School Facilities

School Facility Conditions and Planned Improvements

Our school opened in 1961 and has a combination of permanent and portable buildings. Classrooms are cleaned daily, and the grounds and facilities are maintained regularly through a district-wide schedule. Classrooms have adequate desks and lighting. We are working with the community and Safe Routes to School Committee to improve traffic and safety. This year the district is working to design plans for a renovation/reconstruction of our entire campus in the coming years as part of Measure LL and the Long-Range Facilities Master Plan.

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 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 **7/13/2022-7/16/2022**. 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	Fair	Laminate at sink damaged in one room. Torn carpeting, missing floor tiles, and holes in floor in more than one room. Carpet stained in one room. (7/15/22 work order input to patch carpet until construction begins)
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	Good	Chrome peeling off of push button on faucet 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	No repairs needed at the time of inspection.
Overall Rating:	Good 97.02%	

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:

- Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.

- 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	24%	N/A	43%	N/A	47%
Mathematics	N/A	20%	N/A	28%	N/A	33%

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.

SCHOOL ACCOUNTABILITY REPORT CARD
CAASPP Test Results in ELA by Student Group for Students 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	282	267	94.68%	5.32%	24.34%
Female	145	138	95.17%	4.83%	26.09%
Male	137	129	94.16%	5.84%	22.48%
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	268	255	95.15%	4.85%	23.92%
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	129	122	94.57%	5.43%	9.84%
Foster Youth	0	0	0.0%	0.0%	0.0%
Homeless	15	14	93.3%	6.67%	35.71%
Military	14	14	100%	0.0%	28.57%
Socioeconomically Disadvantaged	263	252	95.82%	4.18%	23.41%
Students Receiving Migrant Education Services	22	21	95.45%	4.55%	23.81%
Students with Disabilities	49	40	81.63%	18.37%	12.5%

CAASPP Test Results in Mathematics by Student Group for Students 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	282	264	93.62%	6.38%	19.7%
Female	145	136	93.79%	6.21%	16.91%
Male	137	128	93.43%	6.57%	22.66%
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	268	253	94.4%	5.6%	20.36%
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	129	121	93.8%	6.2%	7.44%
Foster Youth	0	0	0.0%	0.0%	0.0%
Homeless	15	13	86.67%	13.33%	23.08%
Military	14	14	100%	0.0%	35.71%
Socioeconomically Disadvantaged	269	249	94.68%	5.32%	18.47%
Students Receiving Migrant Education Services	22	22	100%	0.0%	9.09%
Students with Disabilities	49	38	77.55%	22.45%	15.79%

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.

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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	9.3%	N/T	28.72%	N/T	29.47%

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	94	86	91.4%	8.51%	9.3%
Female	48	44	91.67%	8.33%	6.82%
Male	46	42	91.3%	8.7%	11.9%
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	91	84	92.31%	7.69%	5.52%
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	41	38	92.68%	7.32%	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	89	82	92.13%	7.87%	9.76%
Students Receiving Migrant Education Services	11	11	100%	0.0%	9.09%
Students with Disabilities	199	14	73.68%	26.32%	14.29%

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	97.9%	91.7%	94.8%	96.9%	97.9%

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.

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Chronic Absenteeism by Student Group (2021-22)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	581	561	353	62.9%
Female	284	271	168	62.0%
Male	297	290	185	63.8%
American Indian or Alaska Native	1	1	1	100%
Asian	2	2	0	0.0%
Black or African American	7	7	4	57.1%
Filipino	3	3	2	66.7%
Hispanic or Latino	548	531	332	62.5%
Native Hawaiian or Pacific Islander	1	1	1	100%
Two or More Races	5	4	2	50.0%
White	14	12	11	91.7%
English Learners	310	303	189	62.4%
Foster Youth	5	5	3	60.0%
Homeless	52	50	29	58.0%
Socioeconomically Disadvantaged	526	514	318	61.9%
Students Receiving Migrant Education Services	49	47	19	40.4%
Students with Disabilities	98	94	62	66.0%

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: School Office

Phone Number: (760) 724-8501

Bobier Elementary encourages and involves parents as much as possible! Our school's annual plan and budget are approved by our School Site Council (SSC), including parents and school staff. We have active participation in PTA and the English Language Advisory Committee (ELAC), a committee that works to provide input to the administration to best support our English Language Learners. Our Community Liaison works closely with parents to provide information on many parent capacity-building classes and activities, including Family Technology Workshops and ESL (English as a Second Language) classes.

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	0.73%	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	0.8%	0.69%	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.

SCHOOL ACCOUNTABILITY REPORT CARD

Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.69%	0.0%
Female	0.0%	0.0%
Male	1.35%	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	0.0%	0.0%
Filipino	0.0%	0.0%
Hispanic or Latino	0.73%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%
White	0.0%	0.0%
English Learners	0.65%	0.0%
Foster Youth	0.0%	0.0%
Homeless	1.92%	0.0%
Socioeconomically Disadvantaged	0.76%	0.0%
Students Receiving Migrant Education Services	0.0%	0.0%
Students with Disabilities	0.0%	0.0%

Discipline

At Bobier Elementary, we approach discipline from a counseling perspective. As a result, rates of suspension have been reduced by using a strengths-based approach and other disciplinary interventions and supports, including Conflict Resolution and Restorative Justice Circles, student contracts such as anti-bullying agreements, parent meetings, referrals to EPSDT (Palomar Family Counseling), and Vista Unified's Positive Behavior Support Team. In addition, students are aware of school expectations by attending assemblies held by the administration during the year.

Positive Behavior Supports and Incentives

Morning circles and restorative circles are part of the schoolwide culture at Bobier as we place importance on student connectedness and social-emotional well-being. We positively reinforce our School Rules of "Be Safe, Be Kind, Be Responsible" by recognizing students for doing the right thing and growing kindness. Student efforts in Academics, Citizenship, and Effort, are recognized in monthly grade-level ACE Award ceremonies. We also focus on and celebrate the attributes of the VUSD Learner Portrait. Parents, students, and administration acknowledge and celebrate student success and achievements. Student achievement in many areas is celebrated as they earn charms for their charm necklaces. Staff members recognize students by awarding "Bobier Bronco Caught Being Good!" slips for helping others, growing kindness, and demonstrating extra effort.

School Safety

SB187 Safety Plan

Date the plan was last updated: ongoing December 2022

Date the plan was last reviewed with staff: 9/14/2022

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. Staff members monitor the campus before school, after school, and during breaks. Our Restorative Practices policies curtail and address fighting and bullying. We routinely go over safety rules with students, and we practice fire, earthquake, and other disaster drills. All school staff are trained annually in safety procedures for the site.

Other SARC Information

Academic Counselors and Other Support Staff

Title	Number of FTEs* Assigned to the School
Counselor (Social/Behavioral or Career Development)	2.0
Library Media Services (paraprofessional)	1.0
Psychologist	1.0
Speech/Language/Hearing	1.5
Nurse	0.5
Hourly Prep Teacher	1.0

*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 ACCOUNTABILITY REPORT CARD

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2019-20			2020-21			2021-22		
	Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*			Avg. Class Size
		1-20	21-32	33+		1-20	21-32	33+	
Kindergarten	24.0		5		19.0	2	2		21.0
Grade 1	26.0		4		21.0	1	2		25.0
Grade 2	25.0		4		24.0		4		23.0
Grade 3	21.0	2	3		25.0		3	1	20.0
Grade 4	34.0			2	32.0		2	1	23.0
Grade 5	33.0		1		29.0		3		32.0
Other	29.0		2		25.0		2		0.0

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.

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

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	\$8,874	\$1,726	\$7,148	\$88,334
District			\$7,372	\$88,111
State			\$6,594	\$83,102
Percent Difference: School/District			(3%)	0%
Percent Difference: School/State			8%	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
Title I	\$98,872
ASES After School Program	258,264
Special Education	749,516
COVID Federal and State Relief Funds	90,490
Lottery Instructional Materials	12,077
21st Century	123,656
Total	\$1,332,875

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%

SCHOOL ACCOUNTABILITY REPORT CARD

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.

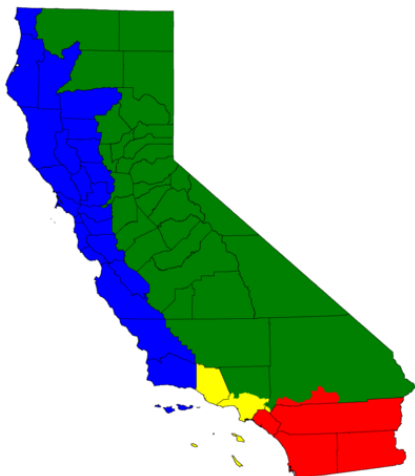


Connect - Take Action - Respect - Engage



SCHOOL ACCOUNTABILITY REPORT CARD

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.

