Vista Verde K-8 School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

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 https://www.cde.ca.gov/ta/ac/sa/.
	- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://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 https://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) https://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.

2023-24 School Contact Information

School Name	Vista Verde K-8 School
Street	6 Federation Way
City, State, Zip	Irvine, CA 92603
Phone Number	(949) 936-6350
Principal	Jerry Vlasic
Email Address	jerryvlasic@iusd.org
School Website	https://vistaverde.iusd.org/
County-District-School (CDS) Code	30-73650-6094718

2023-24 District Contact Information

District Name	Irvine Unified School District
Phone Number	(949) 936-5000
Superintendent	Terry Walker
Email Address	TerryWalker@iusd.org
District Website	www.iusd.org

2023-24 School Description and Mission Statement

The success of the Vista Verde School K-8 program reflects the combined efforts by staff, students, and parents. We are proud to be recognized as a 2020 National Blue Ribbon School, California Distinguished School, California School of Excellence, and as a PBIS Gold School for our positive behavior support STAR Program (Safety School Community, Thoughtful Communication, Act With Integrity and Respect, and Responsible Risk Taking)). Vista Verde sustains the same core values that we opened with over 40 years ago - including significant parent involvement, positive school climate, positive student behavior, strong student academic performance, and a strong sense of family and community. In 2006, we relocated from our previous home in University Park to the new community of Turtle Ridge where we now enjoy a state of the art educational facility.

English speaking students made up the majority of our student population; however, a number of students represent a variety of ethnic backgrounds and speak many different languages, which contribute to our school's richly diverse cultural background. Vista Verde instructional staff are highly trained and passionate about education. We offer differentiated curriculum and instruction by clustering GATE and Challenge students within classrooms beginning in elementary and continuing through 8th grade. To supplement our school program, Vista Verde enjoys strong partnerships with our adjacent Las Lomas Sports and Recreation Park, the Merage Jewish Community Center, the Child Development Center located here on campus and the Teen Center at Mariner's Church. Along with our strong IPSF ACE (After school Class Enrichment) program, these neighboring facilities provide a wide variety of after school opportunities for our students. Vista Verde continues to be a school of choice for all Irvine Unified School District students as well as the designated neighborhood school for our nearby Turtle Ridge families.

Vista Verde K-8 School Mission Statement

"Open for Learning All Year Long"

Our mission is to provide our school's diverse population with the academic and technological skills to effectively meet the challenges of the 21st Century.

We are committed to providing a rich variety of experiences which promote the acquisition of these skills and encourage the development of values and ideals.

2023-24 School Description and Mission Statement

Our desire is to foster effective decision-making by informed, productive, and capable students.

As a community, we believe…
* All members of our learning community have a right to a safe and positive learning environment engendered through mutual respect, acceptance, and compassion.
* Diversity strengthens our community and should be respected and honored.
* Excellence occurs when our learning community works together.
* Informed and responsible community members make effective decisions.
* Staff, students, and parents demonstrate a high level of personal integrity, loyalty, and responsibility toward each other and the community as a whole.
* All members of our learning community have the ability to learn and achieve success.
* Continuous self-renewal and a balanced life style are critical for all members of our learning community.
* Shared community values and goals shape individual attitudes, behaviors, and high ideals.
* Every learner is prepared for the challenges of a changing tomorrow through critical thinking, technology, a rich core curriculum, and exploratory program.
* Commitment to the whole child today guarantees a legacy for tomorrow.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	74
Grade 1	90
Grade 2	93
Grade 3	84
Grade 4	91
Grade 5	109
Grade 6	87
Grade 7	75
Grade 8	98
Total Enrollment	801

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.6%
Male	51.4%
Asian	32.2%
Black or African American	0.6%
Filipino	1.5%
Hispanic or Latino	9.5%
Two or More Races	11.2%
White	44.1%
English Learners	7.1%
Socioeconomically Disadvantaged	9.4%
Students with Disabilities	6.4%

A. 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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.10	91.53	1230.00	89.67	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.80	0.06	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	5.07	50.00	3.65	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	39.10	2.85	12115.80	4.41
Unknown	0.70	3.35	51.70	3.77	18854.30	6.86
Total Teaching Positions	20.80	100.00	1371.80	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29.10	91.69	1300.20	90.20	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	3.50	0.24	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.60	2.08	42.50	2.95	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.10	0.50	11.40	0.79	11953.10	4.28
Unknown	1.80	5.66	83.80	5.82	15831.90	5.67
Total Teaching Positions	31.70	100.00	1441.50	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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 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 and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	1.00	0.60
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.00	0.60

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.10
Total Out-of-Field Teachers	0.00	0.10

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.4	5.1
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 teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	October 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2023. All core textbooks and instructional materials are state-adopted.	Yes	0%
Mathematics	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2023. All core textbooks and instructional materials are state-adopted.	Yes	0%
Science	All students are provided an individual textbook or instructional material as determined by textbook software in October 2023. All core textbooks and instructional materials are state-adopted.	Yes	0%
History-Social Science	All students are provided an individual textbook or instructional material as determined by textbook software in October 2023. All core textbooks and instructional materials are state-adopted.	Yes	0%
Foreign Language	All students enrolled in a Foreign Language class is provided an individual textbook or instructional material. All textbooks purchased are board approved.	Yes	0%
Health	All students are provided an individual textbook or instructional material as determined by textbook software in October 2023. All core textbooks and instructional materials are state-adopted.	Yes	0%
Visual and Performing Arts	All students are provided an individual textbook and/or instructional material.	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

School Facility Conditions and Planned Improvements

Vista Verde K-8 is a modern, nearly 18- year old, elementary and middle school facility that integrates technology throughout the campus, including flexible student work centers, media center and multiple computer labs. The philosophy and long-standing focus on collaboration between and among staff, students, and parents continues to create a sense of family and supports an environment conducive to learning. The building and grounds are well maintained and repairs are done in a timely fashion. In addition, the design of the building supports fine arts, music performances, and musical theatre. Vista Verde also has designed its physical education fields to support active play, fitness and team sports. Our Media Center was recently re-designed to provide small and large student work centers, mobile furniture and flexible seating, and access to wireless Chromebooks. Additionally, an IUSD Career Technology Education State Grant, along with additional funds from Vista Verde Foundation, allowed us to fund the installation of a Fab Lab in the middle school wing with four 3D printers, a laser cutter, and a fabrication zone with butcher block work tables. The Foundation assisted this project by adding funds to update our science labs in the middle school with new tables and stools that are more flexible for hands-on science labs and projects. In 2020, LEEP Funding allowed us to remodel 3 pods and to add artificial turf to our atrium. All members of Vista Verde community take pride in our beautiful facility and we think the appearance of a school reflects the level of care and attention given to the education of the children inside.

Year and month of the most recent FIT report	11/3/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			22: 2.a. DIRTY VENT(S) 23: 2.a. DIRTY VENT(S) 24: 2.a. DIRTY VENT(S) 25: 2.a. DIRTY VENT(S) 26: 2.a. DIRTY VENT(S) 27: 2.a. DIRTY VENT(S)
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. 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 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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	85	84	75	75	47	46
Mathematics (grades 3-8 and 11)	82	82	68	69	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA 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.

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

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	553	549	99.28	0.72	83.61
Female	283	279	98.59	1.41	85.30
Male	270	270	100.00	0.00	81.85
American Indian or Alaska Native	0	0	0	0	0
Asian	189	186	98.41	1.59	90.32
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	44	44	100.00	0.00	75.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	64	63	98.44	1.56	90.48
White	243	243	100.00	0.00	79.42
English Learners	28	25	89.29	10.71	64.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	15	15	100.00	0.00	100.00
Socioeconomically Disadvantaged	56	56	100.00	0.00	82.14
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	23	23	100.00	0.00	52.17

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	553	549	99.28	0.72	81.97
Female	283	280	98.94	1.06	79.64
Male	270	269	99.63	0.37	84.39
American Indian or Alaska Native	0	0	0	0	0
Asian	189	187	98.94	1.06	87.70
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	44	44	100.00	0.00	77.27
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	64	62	96.88	3.12	85.48
White	243	243	100.00	0.00	77.37
English Learners	28	27	96.43	3.57	74.07
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	15	15	100.00	0.00	86.67
Socioeconomically Disadvantaged	56	56	100.00	0.00	80.36
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	23	23	100.00	0.00	47.83

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	76.33	78.37	61.37	64.04	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	209	208	99.52	0.48	78.37
Female	97	96	98.97	1.03	83.33
Male	112	112	100.00	0.00	74.11
American Indian or Alaska Native	0	0	0	0	0
Asian	70	70	100.00	0.00	87.14
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	14	14	100.00	0.00	71.43
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	32	31	96.88	3.12	77.42
White	88	88	100.00	0.00	72.73
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	19	19	100.00	0.00	68.42
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	11	100.00	0.00	9.09

B. Pupil Outcomes

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. 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.

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
Grade 5	69.09%	75.45%	74.55%	71.82%	74.55%
Grade 7	97.30%	97.30%	100.00%	94.59%	98.65%

C. 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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

A myriad of opportunities exist for parents to be involved in our school program and student activities: PTA board and committees, VV Foundation projects, classroom instructional assistance, and volunteer activities within and outside the classroom exhibit a high degree of parent participation. Over 20,000 volunteer hours are typically recorded by our community volunteers each year. This year, with the Global Covid-19 Pandemic, our volunteer opportunities have been limited. In addition, parental involvement in the form of support for academic success is always encouraged through monitoring homework, ensuring good attendance, and attending parent education programs. Parents are provided access to student attendance, grades, and homework completion through our on-line K-8 Parent Portal at MyIUSD.org. Middle school parents and students may access Canvas at any time to view current homework, tutorial offerings for the week, class assignments and daily reminders for every class. Our PTA sends a school newsletter each Friday which posts school-wide activities, grade level information, and community activities to each family via e-mail. Additionally, we send a Principal's Press via SchoolMessenger to keep parents informed of school events and provide detailed information about our instructional program. These activities and others ensure our parent and student community staff informed and have multiple activities to be involved in our learning community. For more information about becoming involved in the Vista Verde PTA or the Vista Verde Foundation, please contact our PTA President, and our Vista Verde Foundation President. Information can be found here https://vistaverde.iusd.org/department/parents.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	850	832	56	6.7
Female	413	407	29	7.1
Male	437	425	27	6.4
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	282	274	11	4.0
Black or African American	5	5	0	0.0
Filipino	12	12	2	16.7
Hispanic or Latino	82	81	8	9.9
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	94	91	7	7.7
White	368	362	28	7.7
English Learners	69	66	4	6.1
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	88	87	9	10.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	63	62	7	11.3

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.38	0.00	0.14	0.86	1.04	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.03	0.04	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

Vista Verde K-8 School has developed a comprehensive Safe School Plan and School Site Emergency Response Plan which are updated each summer prior to the start of school. In addition, we revise our plans as needed throughout the year by our school's Emergency Preparedness Committee and our STAR Positive Behavior Committee when the data collected indicates a revision is needed. All staff members are trained at the beginning of the year on the amended plan and again when STAR (Safety School Community, Thoughtful Communication, Act With Integrity and Respect, and Responsible Risk Taking) behavior data indicates a need for retraining and reteaching. Our student behavioral data is used to monitor and evaluate our school procedures on a monthly basis. When data indicates that problems are occurring, staff meet to determine if reteaching behavior expectations are needed or if we need to alter the environment to facilitate more appropriate behaviors. Our STAR data drives our safety plan and used to continually evaluate our program effectiveness.

Our comprehensive emergency response plan includes a detailed response plan modeled after SIMS protocol and the Incident Command System. All staff members have assigned responsibilities and regularly practice their roles in simulated drills and tabletop training exercises. Students participate in monthly drills that include one of the following emergency situations: earthquake, fire, or intruder. Training in First Aid and CPR are available for staff members on an annual basis. Additionally, through the generous support of our PTA organization, we have an emergency storage shed fully equipped with emergency team equipment and food, water and sanitation supplies for a sustained stay at school in the event of an emergency. These supplies are inventoried and kept current on an annual basis to ensure that we remain fully prepared at all times.

Key elements of our School Safety Plan include:
1. Assessing the current status of school crime committed on the school campus and at school-related functions
2a. Child Abuse Reporting Procedures
2b. Disaster Procedures - Routine and Emergency
2c. Policies for Suspension, Expulsion and Mandatory Expulsion
2d. Procedures for Notification of Staff Regarding Dangerous Students

2023-24 School Safety Plan

2e. Policies on Sexual Harassment
2f. Policy Relating to School Dress Code (especially gang-related apparel)
2g. Procedures for Safe Ingress and Egress of Pupils, Parents, and School Employees To and From School
2h. Procedures that Create a Safe and Orderly Environment Conducive to Learning at School
2i. Rules and Procedures on School Discipline.

We are fortunate to have a Campus Control Officer and Supervisor to assist with providing a safe campus and a positive school environment for learning and growing. Vista Verde routinely conducts emergency drills including Fire, Earthquake and Lockdown procedures with staff, parents and students. We welcome community suggestions and input into our School Safe Plan - if you have recommendations, please contact our Campus Control Officer at 949-936-6350.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	12	3		
1	13	3	1	
2	16	3	1	
3	20	3	1	
4	12	4	1	
5	21	1	2	
6	11	30	1	
Other	21	2	3	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	11	6		
1	27		3	
2	25		3	
3	30		3	
4	25		4	
5	28		3	
6	20	14	14	1

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	12	6	0	0
1	30	0	3	0
2	31	0	3	0
3	28	0	3	0
4	30	0	3	0
5	27	0	4	0
6	24	6	10	2
Other	0	0	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	801

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0.4
Library Media Services Staff (Paraprofessional)	
Psychologist	0.7
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	2.3

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$7,415	$297	$7,117	$96,511
District	N/A	N/A	6187	$88,902
Percent Difference - School Site and District	N/A	N/A	14.0	10.4
State	N/A	N/A	$7,607	$87,885
Percent Difference - School Site and State	N/A	N/A	19.8	12.3

Fiscal Year 2022-23 Types of Services Funded

State, federal, and local dollars support students in K-12 public schools. The largest funding source is from the state under the Local Control Funding Formula. The Local Control Funding Formula (LCFF) is the method of allocating funds to school districts. The LCFF model has three sources of state funding with local discretion to determine how best to spend those funds in the service of students. All districts receive a BASE of per-student funding that varies slightly depending on grade level. All districts also receive SUPPLEMENTAL funding. IUSD has used BASE and SUPPLEMENTAL funding to support the following programs:

Fiscal Year 2022-23 Types of Services Funded

Site Programs and Services: 1) Support professional learning and teacher coaching through induction program, content TOSAs and teacher mentor program , 2) provide summer school and summer athletic programs, 3) Allocating site funding and staffing to support student achievement through support of Professional Learning Communities (PLC) and site PLC coaches, 4) Elementary P.E. paraprofessionals, 5) Support for English language learners, 6) Elementary science, music, and art programs, 7) Purchase textbooks and instructional materials, 8) Develop a technology rich learning environment including; Technology matching programs, Technology Maintenance fund and site technology support staff, 9) Maintain previously implemented class-size reduction, 10) Additional secondary sections to reduce class size, 11) Maintain positive behavioral intervention and support program, 12) Maintain site staffing with full-time assistant principals, 13) 450:1 counseling ratio, support for large elementary schools and elementary classroom aides, 14) Support interventions and supplemental programs impacting English learners, low income and foster youth, 15) Continue to build Career-Technical Education pathways and blended on-line learning opportunities for students, 16) Implementing mental health and wellness programs and hire district and site based staff including support for the Irvine Family Resource Center.

CONCENTRATION grant funding equal to 50 percent of the base is provided to districts in which English learners, low-income students, and foster youth exceed 55 percent of the total enrollment. Irvine Unified School District is not eligible for concentration funding because its enrollment does not exceed the 55 percent threshold.

Federal funds are designed to supplement state resources by narrowing funding gaps for at-promise students, including students with disabilities, foster youth, students experiencing homelessness, and socioeconomically disadvantaged households. Federal grants include:

Title I under the Elementary and Secondary Education Act (ESEA) and Part B under the Individuals with Disabilities Education Act (IDEA)
Funds are used to support effective evidence-based educational strategies that close the achievement gap and enable students to meet the state's challenging academic standards. All schools identified for Title I operate Schoolwide Programs.

Title III funds assist with language instruction for English Learners (EL) and immigrant students.

Title IV funds are used to increase district/site capacity to provide all students with access to a well-rounded education, improve conditions for student learning, and improve the use of technology to improve the academic achievement and digital literacy of all students.

Finally, the Irvine Unified School District is proud of the partnerships with the Irvine Public School Foundation (IPSF), and the City of Irvine with the Educational Partnership Fund (EPF) that support programs and services for all students.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$51,523	$55,550
Mid-Range Teacher Salary	$92,019	$80,703
Highest Teacher Salary	$118,946	$109,418
Average Principal Salary (Elementary)	$150,833	$137,703
Average Principal Salary (Middle)	$159,048	$143,760
Average Principal Salary (High)	$180,782	$159,021
Superintendent Salary	$345,737	$319,443
Percent of Budget for Teacher Salaries	32.99%	30.35%
Percent of Budget for Administrative Salaries	5.5%	4.87%

Professional Development

Vista Verde K-8 School

Targeted staff development activities are essential for maintaining and improving a quality educational program. This year, in addition to the 3 full days of district professional development, Vista Verde dedicated six after school (2 hours per session) site professional development sessions on training to implement the Calm Classroom Curriculum, School Safety Plan, School Safety Systems, implementing RTI (Response to Instruction and Intervention), implementing effective Professional Learning Communities focused on common assessments and essential standards across each grade level, aligning our instruction and assessments to the Common Core Standards, and reviewing data and updating our Positive Behavior Intervention System (STAR). We also annually train the entire K-8 staff on the use of Thinking Maps: A Language for Learning.

Additionally, instructional staff attended district provided training and development in the core instructional areas.

Staff and administration meet monthly to review data from both academic assessments and behavioral databases to reflect and revise instruction and positive behavior systems. Additional staff leadership subcommittees focus on increasing opportunities for high achieving students, maximizing support available for at risk students through academic and behavior interventions (MTSS), and improving our Positive Behavior Intervention System (STAR) program.

The results of our continuous improvement efforts are regularly reported to our community through the School Site Council, PTA Board and General meetings, Vista Verde PTA Newsletter that is sent electronically each month to parents, and our school website.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6