

School Accountability Report Card Reported for School Year 2007-08 Published During 2008-09

2007-08 School Accountability Report Card Report (SARC)

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the [SARC](#) Web site. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

[DataQuest](#) is an online data tool that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions 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.

II. About This School

Contact Information (School Year 2008-09)

This section provides the schools contact information.

School		District	
School Name	Vista Verde	District Name	Irvine Unified
Street	6 Federation Way	Phone Number	949-936-5000
City, State, Zip	Irvine , CA 92603	Web Site	www.iusd.org
Phone Number	949-936-6350	Superintendent	Gwen Gross
Principal	Jean Mylen	E-mail Address	ggross@iusd.org
E-mail Address	jmylen@iusd.org	CDS Code	30-73650-6094718

School Description and Mission Statement (School Year 2007-08)

This section provides information about the school's goals and programs.

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 National Blue Ribbon School, California Distinguished School, and as a CALSTAT Leadership Site for our positive effective behavior program (STAR). Our school opened over 32 years ago and still sustains its strong core values including significant parent involvement, positive school climate, positive student behavior, strong student academic performance, and a strong sense of family. Vista Verde School was recently relocated to the community of Turtle Ridge and is enjoying a new

state of the art facility. We enrolled 723 students for grades K-8 during the last school year. English speaking students made up the majority of the student population; however, a number of students represent a variety of ethnic backgrounds and speak many different languages, which contribute to our school's rich diverse background. We offer GATE and Challenge differentiated curriculum and instruction by clustering students within classrooms across K-8. Vista Verde enjoys strong partnerships with our adjacent Las Lomas Sports/Recreation Park, the Jewish Community Center, and Mariner's Church. Along with our strong IPSF ACE (After school Class Enrichment), these neighboring facilities also provide a wide variety of after school opportunities for our students. Vista Verde will continue to be a school of choice for all Irvine Unified School District students as well as be the neighborhood school for Turtle Ridge students.

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 meet the
challenges of the
information age.

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.

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

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.

Opportunities for Parental Involvement (School Year 2007-08)

This section provides information about opportunities for parents to become involved with school activities.

Numerous opportunities exist for parents to be involved in our school program and student activities: PTA committees, Foundation projects, classroom assistance, and volunteer activities within and outside the classroom exhibit a high degree of parent participation. Over 12,000 hours were recorded this year. In addition, parental involvement in the form of support for academic success is always encouraged by monitoring homework, ensuring good attendance, and attending parent education programs.

Student Enrollment by Grade Level (School Year 2007-08)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	82
Grade 1	79
Grade 2	80
Grade 3	80
Grade 4	83
Grade 5	92
Grade 6	64
Grade 7	91
Grade 8	72
Total Enrollment	723

Student Enrollment by Group (School Year 2007-08)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	0.83 %
American Indian or Alaska Native	0.69 %
Asian	22.13 %
Filipino	2.07 %
Hispanic or Latino	6.09 %
Pacific Islander	0.41 %
White (not Hispanic)	59.06 %
Multiple or No Response	8.71 %
Socioeconomically Disadvantaged	3 %
English Learners	7 %
Students with Disabilities	8 %

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2005-06				2006-07				2007-08			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	28.0		2		24.7	1	2		27.3	1.0	2.0	
1	18.8	4			19.5	4			20.0	4.0		
2	19.5	4			19.5	4			20.0	4.0		
3	19.8	4	1		18.3	6			20.2	4.0	1.0	
4	33.0			2	29.8		4		27.7		3.0	
5	28.7		3		32.5		1	1	30.7		3.0	
6												
K-3												
3-4												
4-8												
Other												

Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2005-06				2006-07				2007-08			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	32.7		3	4	31.1		4	5	31.8		4	4
Mathematics	32.7		3	4	32.0		4	4	32.4	1	2	4
Science	32.7		3	4	32.0		5	3	32.6		3	4
Social Science	32.0		3	2	28.0	1	3	1	31.2		3	3

III. School Climate

School Safety Plan (School Year 2007-08)

This section provides information about the school's comprehensive safety plan.

Vista Verde School has developed a comprehensive Safe School Plan. Our plan was evaluated and amended in August of this school year. In addition, it is revised as needed by the school's Emergency Preparedness Committee and our STAR committee when data collected indicates a revision is needed. All staff members are trained in August on the amended plan and again when STAR (Safety First, There and Ready, Act Responsibly, and Respect Self and others) effective behavior data indicates a need for retraining. Key elements of the 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, 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. In addition, we have a Campus Supervisor to assist with providing a safe campus and positive school environment for learning and growing.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	2.7	0.1	1.5	4.0	3.1	3.6
Expulsions	0.1	0.0	0.0	0.1	0.1	0.2

IV. School Facilities

Facility Conditions and Planned Improvements (School Year 2008-09)

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Vista Verde is a new state of the art school with a technology integrated facility including flexible student work centers. 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 fitness and team sports. This year we embraced the implementation of a standards-based California Native Plant Educational Program K-8. We think the appearance of a school as well as its occupants reflects the level of care and attention given to the education of the children inside.

School Facility Good Repair Status (School Year 2008-09)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)	X			
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)	X			
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness	X			

Overall Summary of School Facility Good Repair Status (School Year 2008-09)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	As of the most recently completed school site inspection, the facility condition is considered to be exemplary.			

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the [DataQuest](#) Web site.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	34	36	33	1222
Without Full Credential	0	0	0	3
Teaching Outside Subject Area of Competence	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2006-07)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the [NCLB Web site](#).

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	99.7	0.3
High-Poverty Schools in District		
Low-Poverty Schools in District	99.7	0.3

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2007-08)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.2	602
Library Media Teacher (Librarian)	0.8	723
Library Media Services Staff (paraprofessional)	.2	723
Psychologist	0.5	723
Social Worker		N/A
Nurse	.2	N/A
Speech/Language/Hearing Specialist	0.6	N/A
Resource Specialist (non-teaching)	1.4	N/A
Other		N/A

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2008-09)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	All students are provided an individual textbook or instructional material as determined by a survey conducted in October, 2008. All textbooks purchased are state-adopted, and are standards aligned	0
Mathematics	All students are provided an individual textbook or instructional material as determined by a survey conducted in October, 2008. All textbooks purchased are state-adopted, and are standards aligned	0
Science	All students are provided an individual textbook or instructional material as determined by a survey conducted in October, 2008. All textbooks purchased are state-adopted, and are standards aligned	0
History-Social Science	All students are provided an individual textbook or instructional material as determined by a survey conducted in October, 2008. All textbooks purchased are state-adopted, and are standards aligned	0
Foreign Language	Not Applicable	N/A
Health	All students are provided an individual textbook or instructional material as determined by a survey conducted in October, 2008. All textbooks purchased are state-adopted, and are standards aligned	0
Visual and Performing Arts	All students are provided an individual textbook and/or instructional material.	0
Science Laboratory Equipment (grades 9-12)	All students are provided an individual textbook or instructional material.	0

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the [Current Expense of Education](#) Web page and teacher salaries can be found on the [Certificated Salaries and Benefites](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	5,242	531	4,711	94,216
District	N/A	N/A	4,747	\$70116
Percent Difference – School Site and District	N/A	N/A	-0.76	25.58
State	N/A	N/A	\$5300	\$65008
Percent Difference – School Site and State	N/A	N/A	-12.49	31.00

Types of Services Funded (Fiscal Year 2007-08)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

For 2007-2008, Vista Verde Elementary School received special funds in the amount of \$ 70,365.16. The majority of these funds were spent on personnel, including – classroom teachers, and instructional assistants, and to serve with unique educational needs in the following programs:

Special Programs	Amount
English Language Acquisition Program	\$ 2,220.00
Economic Impact Aid	\$ 14,399.16
Gifted and Talented	\$ 580.00
School Improvement Plan	\$ 53,166.00

Teacher and Administrative Salaries (Fiscal Year 2006-07)

This table displays district-level salary information for teachers, principals, and superintendents, 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 on the [Certificated Salaries and Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39238	\$40721
Mid-Range Teacher Salary	\$70075	\$65190
Highest Teacher Salary	\$90584	\$84151
Average Principal Salary (Elementary)	\$108570	\$104476
Average Principal Salary (Middle)	\$112956	\$108527
Average Principal Salary (High)	\$127207	\$119210
Superintendent Salary	\$182345	\$210769
Percent of Budget for Teacher Salaries	41.7 %	39.9 %
Percent of Budget for Administrative Salaries	4.7 %	5.5 %

IX. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the [Standardized Testing and Reporting \(STAR\) Results](#) Web page.

CST Results for All Students - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	84	83	84	75	76	78	42	43	46
Mathematics	81	81	83	74	74	76	40	40	43
Science	85	80	87	72	75	80	35	38	46
History-Social Science	83	82	81	66	60	67	33	33	36

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*	*	*
American Indian or Alaska Native	*	*	*	
Asian	91	93	92	93
Filipino	85	85	*	*
Hispanic or Latino	67	67	82	*
Pacific Islander	*	*		
White (not Hispanic)	82	81	85	80
Male	81	81	90	88
Female	86	86	83	72
Economically Disadvantaged	53	42	*	
English Learners	70	76	*	*
Students with Disabilities	44	42	62	
Students Receiving Migrant Education Services				

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California Physical Fitness Test Results (School Year 2007-08)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the [Physical Fitness Testing](#) Web page.

Grade Level	Percent of Students Meeting Healthy Fitness Zones
5	47.8
7	56.8

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the [API](#) Web page.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is released each March. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2005	2006	2007
Statewide	10	10	10
Similar Schools	9	9	10

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	11	-1	6	929
African American				
American Indian or Alaska Native				
Asian	12	-2	2	967
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	18	-9	5	922
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				

Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the [AYP](#) Web page.

AYP Overall and by Criteria (School Year 2007-08)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	Yes

Federal Intervention Program (School Year 2008-09)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the [AYP](#) Web page.

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Targeted staff development activities are essential for maintaining and improving quality education. This year, Vista Verde dedicated staff development activities on the new math textbook adoption, our STAR (effective behavior system), RTI (Response to Instruction), and implementing a Professional Learning Community. Site level emphasis was on staff development activities tailored to the needs of each teacher and grade level. Here is a partial listing of those staff development activities:

- Through the systematic approach of a Professional Learning Community and Response to Instruction, staff will use CST scores, PLATO, and common assessments to identify student reading weaknesses and areas for instructional improvement. Each grade level will write SMART goals in the area of reading and identify effective best practices in reading instruction to improve student skills.
- Grade levels K-5 will fully implement RTI in the area of reading and meet regularly to assess students, revise instruction and curriculum to meet the needs of each student, and provide differentiated instruction by grade level groupings.
- Vocabulary strategies will be explicitly taught in all core content areas.
- All upper grade and middle school staff will utilize the ABI Gradebook and will send agreed upon, periodic progress reports to all parents of students.
- All middle school will utilize Blackboard to post homework on a daily basis.
- Blackboard training will be given to upper grade and middle school staff; middle school staff will begin using it by January 2009.
- All staff will create curriculum maps aligned to their grade level and subject areas and then collaborate with their PLC grade level teams on a regular basis to revise instruction and curriculum.
- All math teachers will implement the new district adopted math series, assess the progress of their students, collaborate with their PLC grade level teams on a regular basis to revise instruction and curriculum to raise student achievement in math. Each grade level or math middle school teachers will write a SMART goal reflecting their plan to raise student achievement in math.

Number of school days dedicated to staff development

	2005-06	2006-07	2007-08
Full Days	2	2	2
2 hour after-school sessions	6	6	6