

Vista Verde K-8 School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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/fq/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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 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/
Grade Span	K-8
County-District-School (CDS) Code	30-73650-6094718

2025-26 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

2025-26 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 First, There & Ready, Accountable, Respectable). Vista Verde sustains the same core values that we opened with over 50 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.

2025-26 School Description and Mission Statement

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 collaborative 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.

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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	80
Grade 1	92
Grade 2	95
Grade 3	95
Grade 4	98
Grade 5	96
Grade 6	98
Grade 7	104
Grade 8	79
Total Enrollment	837

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.4
Male	52.4
Non-Binary	0.1
American Indian or Alaska Native	0.1
Asian	34.6
Black or African American	0.2
Filipino	1.9
Hispanic or Latino	8.7
Two or More Races	12.2
White	42.1
English Learners	7.5
Socioeconomically Disadvantaged	10.3
Students with Disabilities	7.4

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.

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)	29.1	91.69	1300.2	90.2	234405.2	84
Intern Credential Holders Properly Assigned	0	0	3.5	0.24	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.6	2.08	42.5	2.95	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.1	0.5	11.4	0.79	11953.1	4.28
Unknown/Incomplete/NA	1.8	5.66	83.8	5.82	15831.9	5.67
Total Teaching Positions	31.7	100	1441.5	100	279044.8	100

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.

2022-23 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)	28.3	92.44	1264.8	91.33	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	2	0.14	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.2	0.65	13	0.94	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.8	2.61	18.8	1.36	11746.9	4.23
Unknown/Incomplete/NA	1.3	4.3	86.2	6.22	14303.8	5.15
Total Teaching Positions	30.6	100	1384.9	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	28.1	92.55	1270.8	90.43	230039.4	100
Intern Credential Holders Properly Assigned	0	0	1	0.07	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	3.45	38.1	2.71	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	3.45	38.3	2.73	12112.8	4.34
Unknown/Incomplete/NA	0.1	0.53	56.9	4.05	13705.8	4.91
Total Teaching Positions	30.4	100	1405.3	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.60	0.2	1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.60	0.2	1

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.10	0.8	1
Total Out-of-Field Teachers	0.10	0.8	1

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.1	0	7.2
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	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	October 2025	
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grade PK - Handwriting Without Tears, Kick Start Kindergarten (Learning Without Tears) Adoption Year: 2019 Grade K - 2 - California Journeys (Houghton Mifflin) Adoption Year: 2017 Grade 3 - 5 - Texts for Close Reading (Benchmark) Consumables Adoption Year: 2017 Grade 6 – 8 - StudySync: Reading & Writing Companion - (McGraw Hill) Adoption Year: 2017	0%
Mathematics	Grade PK - ST Math: Early Learning Program (Mind Research Institute) Adoption Year: 2014-15 Grade K – 1 - My Math Grade (McGraw-Hill) Adoption Year: 2014-15 Grade 2 – 5 - Go Math Grade Student Ed (Houghton Mifflin) Adoption Year: 2014-15 Grade 6 - Springboard Mathematics - Course 1 Student Ed (The College Board) Adoption Year: 2014-15 Grade 7 - Springboard Mathematics - Course 2 Student Ed (The College Board) Adoption Year: 2014-15 Enh Math 7/8 - Springboard Mathematics - Course 2 Student Ed (The College Board), Course 3 Student Ed Adoption Year: 2014-15 Grade 8 - Springboard Mathematics - Course 3 Student Ed (The College Board) Adoption Year: 2014-15 MS Enhanced Math I - CA Integrated Mathematics - Volume I & II (Houghton Mifflin) Adoption Year: 2014-15	0%
Science	Grades PK – 5 - Twig Science Adoption Year: 2020	0%

	Grade 6 - Twig Science (Elem 6th), STEMscopes MS Science (K8), 2023 OpenSciEd 6th Grade (openscied.org) Adoption Year: 2020 Grade 7 - STEMscopes Middle School Science, 2023 OpenSciEd 7th Grade (openscied.org) Adoption Year: 2020 Grade 8 - STEMscopes Middle School Science, 2023 OpenSciEd 8th Grade (openscied.org) Adoption Year: 2020	
History-Social Science	Grade PK - Second Step for Early Learning (Committee for Children) Adoption Year: 2017 Grade K – 1 - California Studies Weekly (Studies Weekly) Adoption Year: 2019 Grade 2 – 5 - myWorld Interactive (Pearson) Adoption Year: 2019 Grade 6 - IMPACT World History & Geo - Ancient Civilizations (McGraw Hill) Adoption Year: 2019 Grade 7 - IMPACT World History & Geography - Medieval & Early Modern Times (McGraw Hill) Adoption Year: 2019 Grade 8 - IMPACT United States History & Geography - Growth & Conflict (McGraw Hill) Adoption Year: 2019	0%
Foreign Language	Grade 7 - ¡Así se dice! Adoption Year: 2019 Grade 8 - ¡Así se dice! 2 Adoption Year: 2020	0%
Health	Grade PK - Great Body Shop Adoption Year: 2012 Grade K – 6 - Great Body Shop Adoption Year: 2007 Grade 7 - Teen Talk Adoption Year: 2017	0%
Visual and Performing Arts	All students are provided an individual textbook and/or instructional material.	0%
Science Laboratory Equipment (grades 9-12)	N/A	0%

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

School Facility Conditions and Planned Improvements

Vista Verde K-8 is a nearly 20-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 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

School Facility Conditions and Planned Improvements

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

10/28/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			:
Interior: Interior Surfaces	X			K OPEN AREA: 4. WATER STAIN CEILING TILES MEDIA CNTR: 4. WATER STAIN CEILING TILES R 2: 4. WATER STAIN CEILING TILES R 3: 4. WATER STAIN CEILING TILES WRK RM: 4. WATER STAIN CEILING TILES
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			R 9: 7. LIGHT DIFFUSER IS LOOSE
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			R 6: 9. FAUCET IS DIFFICULT TO TURN ON 10. PLUG IN AIR FRESHENER IN USE
Safety: Fire Safety, Hazardous Materials	X			12: 11. PLUG IN AIR FRESHENER IN USE 20: 10. PLUG IN AIR FRESHENER IN USE R 6: 9. FAUCET IS DIFFICULT TO TURN ON 10. PLUG IN AIR FRESHENER IN USE R 8: 11. PLUG IN AIR FRESHENER IN USE
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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	83	81	73	74	47	48
Mathematics (grades 3-8 and 11)	80	81	69	70	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	578	566	97.92	2.08	80.74
Female	272	265	97.43	2.57	84.53
Male	305	300	98.36	1.64	77.33
American Indian or Alaska Native	--	--	--	--	--
Asian	207	199	96.14	3.86	80.90
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	48	48	100.00	0.00	79.17
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	70	69	98.57	1.43	91.30
White	241	238	98.76	1.24	78.99
English Learners	36	29	80.56	19.44	27.59
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	62	60	96.77	3.23	61.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	39	36	92.31	7.69	50.00

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	578	573	99.13	0.87	81.33
Female	272	269	98.90	1.10	80.67
Male	305	303	99.34	0.66	81.85
American Indian or Alaska Native	--	--	--	--	--
Asian	207	205	99.03	0.97	88.29
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	48	48	100.00	0.00	79.17
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	70	69	98.57	1.43	82.61
White	241	239	99.17	0.83	76.57
English Learners	36	36	100.00	0.00	66.67
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	62	62	100.00	0.00	72.58
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	39	36	92.31	7.69	44.44

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	78.18	80.9	61.99	63.09	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	179	178	99.44	0.56	80.90
Female	88	88	100.00	0.00	81.82
Male	90	89	98.89	1.11	79.78
American Indian or Alaska Native	--	--	--	--	--
Asian	68	68	100.00	0.00	85.29
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	14	14	100.00	0.00	78.57
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	12	100.00	0.00	83.33
White	81	80	98.77	1.23	76.25
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	20	20	100.00	0.00	60.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

2024-25 California Physical Fitness Test Participation Rates

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 requires only participation results 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	98.02%	98.02%	97.03%	96.04%	99.01%
Grade 7	96.12%	95.15%	96.12%	95.15%	96.12%

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.

2025-26 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. 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 online 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 ParentSquare 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>.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	875	867	54	6.2
Female	418	413	18	4.4
Male	456	453	36	7.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	314	309	20	6.5
Black or African American	--	--	--	--
Filipino	16	16	1	6.3
Hispanic or Latino	75	75	3	4.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	110	108	10	9.3
White	355	355	20	5.6
English Learners	76	71	8	11.3
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	103	102	12	11.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	71	71	5	7.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0.11	1.04	0.93	0.92	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0.11	0.04	0.01	0.02	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.11	0.11
Female	0.00	0.00
Male	0.22	0.22
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.32	0.32
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 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. Since we are a year-round calendar school, this plan is reviewed with staff at the Beginning of Year Staff Meeting (July 2025) and with the PTA Executive Board (September 2025).

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
- 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.

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

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	32	0	3	0
2	32	0	3	0
3	32	0	3	0
4	28	0	3	0
5	32	0	1	0
6	27	5	16	4
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	13	6		
1	31		3	
2	32		3	
3	32		3	
4	33		1	
5	32		3	
6	25	6	8	3

2024-25 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	798

2024-25 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0.6
Library Media Services Staff (Paraprofessional)	
Psychologist	0.8
Social Worker	
Nurse	0.5
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$7,998	\$488	\$7,510	\$114,488
District	N/A	N/A	7,069	\$103,831
Percent Difference - School Site and District	N/A	N/A	6.7	16.0
State	N/A	N/A	\$11,146	\$100,333
Percent Difference - School Site and State	N/A	N/A	-35.7	19.0

Fiscal Year 2024-25 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:

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 school 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 use of technology to improve the academic achievement and digital literacy of all students.

Fiscal Year 2024-25 Types of Services Funded

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

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$59,726	\$60,863
Mid-Range Teacher Salary	\$106,670	\$93,575
Highest Teacher Salary	\$137,884	\$125,548
Average Principal Salary (Elementary)	\$174,086	\$157,645
Average Principal Salary (Middle)	\$184,591	\$165,341
Average Principal Salary (High)	\$210,425	\$182,580
Superintendent Salary	\$421,400	\$357,064
Percent of Budget for Teacher Salaries	31.12%	30.36%
Percent of Budget for Administrative Salaries	5.33%	4.88%

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 Standards-Based Grading, Welcoming and Engaging Diverse Families, English Learners, School Safety Plan, School Safety Systems, implementing Tiered Interventions, , 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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	6	9	9