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Grades TK-5

Lake Elementary School

School Accountability Report Card

Reported Using Data from the 2022-23 School Year
Published During 2023-24

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About This School

School's Mission and Vision Statement

Vision: The Lake Elementary vision is to inspire students through project-based learning and develop character as they dive into the unknown with creativity and perseverance.

Mission: The purpose of Lake Elementary is to design a dynamic, student-centered learning community where all learners develop relationships that inspire lifelong learning and academic excellence through real-world relevance.

Principal's Message

Lake Elementary's primary focus is to meet all learners' needs by removing barriers to learning. We are focused on creative lesson design for the diverse profiles of our learners, thinking about their strengths, needs, interests, and values to create equitable learning for every student. We are also working to develop further grade-level project-based learning units aligned with a Universal Design lens for equity. We also work in team sessions to develop MTSS feedback cycles focused on SMART goal setting, scientific, research-based interventions (SRBIs); progress monitoring, performance assessments, and rubrics.

Lake Elementary is a learner-centered, dynamic learning community. Students are partners in their learning plans. As adult learners, we continue to explore new ways to be innovative facilitators of learning and co-create learner-centered experiences. As a community that values and includes learners, parents, staff, faculty, and the greater community, we work in partnership with many stakeholders. We create relationships that inspire learning through collaboration, excellence, and innovation in various contexts to promote growth with a whole-child approach!

Major Achievements

- We earned a Bronze Award from the San Diego County Office of Education for our school-wide implementation of Positive Behavioral Interventions & Supports (PBIS). We continue this work with our PBIS Tier 1 site team of families, certificated, and classified staff. We also have a PBIS Tier II team developing systems.
- Professional Learning Communities are working in collaboration to align practices with Universally Designed PBLs, research-based pedagogy, formative assessment, Multi-Tiered Systems of Support (MTSS), Science of Teaching Reading, and mathematics instruction.
- We have developed project-based learning units of study and exhibitions of learning at each grade level.

Focus for Improvement

- As we look at lesson design with a Universal Design for Learning (UDL) lens for equity, we are finding we can incorporate more ways to build scaffolds and supports to design to the edges of our learner populations so that barriers to learning are removed sooner than later.
- Teachers participate in weekly collaboration and professional development cycles focused on understanding the cognitive science behind learning, Personalized Learning, district-adopted resources, Project-Based Learning (PBL), and formative assessment practices and pedagogy. In addition, these regular professional learning cycles lead to teachers participating in reflective lesson design studies. This continual learning, trying, and coming together to reflect was the catalyst for impactful teacher practice changes.
- Staff will calibrate their use of the LAKE PBIS Discipline/Referral Communication System.
- Staff will engage in data driven PBIS goal setting.
- Instructional staff will demonstrate an understanding of what Deep Learning is.
- Instructional staff can explain how Deep Learning relates to High-Quality PBL and make connections to what they are already doing.

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- Instructional staff reflect on current pedagogical practices and where we are on the “Learning Design Rubric” for Deep Learning.
- Instructional staff set at least 1 actionable goal as a team to move students/staff toward Accelerated/Advanced on the Learning Design rubric.

Student Enrollment by Subgroup (2022-23)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 47.8 |
| Male | 52.2 |
| Non-Binary | 0.0 |
| American Indian or Alaska Native | 0.1 |
| Asian | 2.6 |
| Black or African American | 1.2 |
| Filipino | 1.0 |
| Hispanic or Latino | 31.7 |
| Native Hawaiian or Pacific Islander | 0.3 |
| Two or More Races | 8.0 |
| White | 55.1 |
| English Learners | 6.0 |
| Foster Youth | 0.0 |
| Homeless | 0.6 |
| Migrant | 0.3 |
| Socioeconomically Disadvantage | 34.3 |
| Students with Disabilities | 14.2 |

Student Enrollment by Grade Level (2022-23)

| Grade Level | Enrollment |
|------------------|------------|
| Kindergarten | 130 |
| Grade 1 | 108 |
| Grade 2 | 124 |
| Grade 3 | 93 |
| Grade 4 | 122 |
| Grade 5 | 111 |
| Total Enrollment | 688 |

Teacher Preparation and Placement (2020-2021)

| Authorization/Assignments | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 29.0 | 100.0% | 920.8 | 87.1% | 228,366.1 | 83.1% |
| Intern Credential Holders Properly Assigned | 0.0 | 0.0% | 2.0 | 0.2% | 4,205.9 | 1.5% |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.0 | 0.0% | 16.4 | 1.6% | 11,216.7 | 4.1% |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.0 | 0.0% | 44.8 | 4.2% | 12,115.8 | 4.4% |
| Unknown | 0.0 | 0.0% | 72.9 | 6.9% | 18,854.3 | 6.9% |
| Total Teaching Positions | 29.0 | 100.0% | 1,057.0 | 100.0% | 274,759.1 | 100.0% |

Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority, 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

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

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

| Authorization/Assignment | Number 2020-21 | Number 2021-22 |
|--|----------------|----------------|
| Credentialed Teachers Authorized on Permit or Waiver | 0.0 | 0.0 |
| Local Assignment Options | 0.0 | 0.0 |
| Total Out-of-Field Teachers | 0.0 | 0.0 |

Class Assignments

| Indicator | Percent 2020-21 | Percent 2010-22 |
|--|-----------------|-----------------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0.0 | 0.0 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0.0 | 0.0 |

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Teacher Preparation and Placement (2021-2022)

| Authorization/Assignments | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---------------|----------------|-----------------|------------------|------------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 27.0 | 100.0% | 917.7 | 86.53% | 234,405.2 | 84.0% |
| Intern Credential Holders Properly Assigned | 0.0 | 0.0% | 3.0 | 0.28% | 4,853.0 | 1.74% |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.0 | 0.0% | 21.1 | 1.99% | 12,001.5 | 4.3% |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.0 | 0.0% | 48.2 | 4.55% | 11,953.1 | 4.2% |
| Unknown | 0.0 | 0.0% | 70.4 | 6.64% | 15,831.9 | 5.67% |
| Total Teaching Positions | 27.0 | 100.0% | 1,060.5 | 100% | 279,044.8 | 100.0% |

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

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2023-24)

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

The table below displays information about the quality, currency, and availability of the standards-aligned textbooks and instructional materials used at each school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials. The adoption of a resolution by the Board of Trustees declaring the sufficiency of textbooks and instructional materials for the fiscal year 2023-24 under *Education Code* Sections 60119, 60422(b), and 60451 was done on October 12, 2023.

| Core Curriculum Area | Textbooks and Instructional Materials | Year of Adoption | From the Most Recent Adoption (Yes or No) | Percent of Students Lacking Their Own Assigned Copy |
|-------------------------------|--|------------------|---|---|
| Reading/Language Arts | Benchmark <i>Advance</i> Benchmark <i>Adelante</i> (Dual Language) | 2020 | Yes | 0% |
| | Benchmark <i>Advance: Texts for English Language Development</i> | 2020 | Yes | 0% |
| Mathematics | Great Minds <i>Eureka Math</i> | 2018 | Yes | 0% |
| Science | Great Minds PBC PhD Science | 2023 | Yes | 0% |
| History-Social Studies | TCl <i>Social Studies Alive!</i> | 2021 | Yes | 0% |

Curriculum and Instructional Materials

Reading and Writing: Our district-adopted language arts curriculum is Benchmark Advance and Adelante. In March of 2020, the district adopted Benchmark as our language arts program for TK- 5th grade students. Systematic instruction and a variety of resources ensure success for all Vista students.

Mathematics: The TK–5th grade mathematics instructional program is Eureka Math. The Eureka Math curriculum was created by Great Minds®, a nonprofit that brought together teachers and experts to craft a program based on the world’s most successful math programs. This comprehensive program includes daily fluency, application, and concept development. Eureka was built around the core principle that students need to know more than just what works when solving a problem—they need to understand why it works. The curriculum goes beyond

facts and formulas, teaching students to think about math conceptually so they can gain strong foundational conceptual understanding and a high degree of procedural skill and fluency.

Science: Our elementary science curriculum promotes a hands-on approach to studying Earth and Space Systems, Life Science, Physical Science, and Engineering Design. Students participate in science investigations that are aligned to the California Next Generation Science Standards and include topics such as weather and climate, processes that shape the earth, energy, and interdependent relationships in ecosystems. This engaging approach to understanding and applying knowledge in science will help students build their scientific literacy skills while learning about the world.

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History-Social Studies: The current elementary social studies is a comprehensive program that employs a content-rich, relevant narrative to provide an integrated approach to skills development and reading support.

Specialized Services

Special Education Program: Lake Elementary is staffed with three full-time Education Specialists, two Speech and Language Pathologists, one Psychologist, and 3 Instructional Aides to support and meet the needs of students with special needs. Students with mild to moderate learning disabilities are included in regular education classrooms. They receive academic and behavioral support in the regular education classroom setting and the Learning Center as appropriate and outlined in each student's Individualized Education Program (IEP). Education Specialists and regular education teachers collaborate to support students with special needs. We also have a new mod/severe classroom this year.

English Learner Program: Students who enter Lake without fluency in English receive specialized instruction. During the 2023-24 school year, 49 English Learners students are enrolled. Individual classroom teachers provide English Language Development (ELD) instruction both through direct instruction (designated ELD) and through the other core subjects (integrated ELD). 2022-23, we reclassified several students based on their performance on standardized assessments and their results from the 2020 summative ELPAC assessment.

Counseling Program: All students at Lake are regularly provided social-emotional support and character-building education in a whole group setting. Students with more specific needs are served in small groups. We currently have students participating in small-group counseling, and the number is growing. When student behavior or social-emotional need is more significant, we offer one-on-one counseling on campus through partnerships with UPAC. Our counselor is also part of our crisis and trauma team, helping to address urgent situations as needed.

Library

Our elementary school library technician is on-site five days a week. She has an extensive collection of library books, reference materials, and an online database, and in the last several years, she has added nearly 1,000 titles to Lake's library collection. All elementary students visit the library once every week, where they receive instruction in using the library, conducting computer searches, and using reference materials. The students check out a book each week and listen to stories read aloud. The library is also open to students during lunch and before school.

Technology

Each teacher has a new teacher laptop and workstation to use for their work. All classrooms in TK-5th grades have 1:1 devices for students, with iPads in the youngest grades and Chromebooks in the 1st-5th grades. These student devices allow students to use iPads and Chromebooks for many applications almost daily in their learning. In addition, classrooms have

wireless Internet access, a new teacher workstation with laptops, document cameras, and short-throw projectors or LCD TVs.

School Facilities

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Regular and corrective maintenance is handled on a priority basis and emergencies are handled immediately.

School Facility Conditions and Planned Improvements

Lake Elementary School was built in 1989 in southeastern Oceanside. Our school has a combination of permanent and portable buildings. Classrooms are cleaned daily, and the grounds and buildings are regularly maintained through a district-wide schedule. Classrooms have adequate desks and lighting. In 2018, Measure LL was passed in Vista, and projects have begun to improve school campuses. Projects slated for Lake Elementary will continue over the next several years. We installed a new restroom for our upper-grade students in 2022-23. We also now have an updated school garden due to ADA access to the bathrooms impacting the previous garden. We have a team of teachers collaborating with the support of Master Gardeners of San Diego to develop our garden as an outdoor learning space.

Cleaning Process and Schedule

The site administrators, custodians, and district personnel conduct routine physical inspections for safety and maintenance. Classrooms and restrooms are cleaned daily. The principal works with the Operations Supervisor and the custodial staff to develop cleaning schedules to ensure a clean and safe school. Students are encouraged to have pride in their school and to do their part to keep the school clean. The district takes great effort to ensure that all schools are clean, safe, and functional.

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

To determine the condition of our schools, the district sends experts from the facilities team to inspect them. The facilities team uses a survey, called the Facilities Inspection Tool, issued by the Office of Public School Construction. The latest inspection took place on August 22, 2023. The information from that survey, as outlined below, reflects the condition of our buildings as of the date of the report. Since that time, circumstances may have changed.

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|------------------------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | Vents are obstructed in one room. Vents and grills are excessively dirty and missing in one room. |
| Interior: Interior Surfaces | Fair | Carpet damaged in more than one room. (Scheduled for repair 8/15/2024) Ceiling tiles missing in more than one room. Missing floor tiles and holes in the floor in more than one room. Ceiling tiles are damaged or missing in more than one room. Exterior siding damaged. Plastic film hanging from the ceiling in one room. Flooring is worn in one room. Countertop delaminating in one room. (Action taken 10/1/2023) |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | No repairs needed at the time of inspection. |
| Electrical: Electrical | Fair | Extension chords improperly used in more than one room. Clock cover missing in one room. Light fixtures inoperable in more than one room. Outlets, access panels, switch plates, junction boxes and fixtures are not properly covered in more than one room. (Action taken 10/1/2023) |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | Sink inoperable in one room. One loose drinking fountain and one inoperable. |
| Safety: Fire Safety, Hazardous Materials | Good | .No repairs needed at the time of inspection. |
| Structural: Structural Damage, Roofs | Good | Downspouts show evidence of rust. One ramp has cracks, holes, and deterioration. |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | No repairs needed at the time of inspection. |
| Overall Rating | Good 93.92% | |

Pupil Outcomes

State Priority: Pupil Achievement

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven

| Subject | Percentage of Students Meeting or Exceeding the State Standards | | | | | |
|---------------------|---|-----------|-----------|-----------|-----------|-----------|
| | School | | District | | State | |
| | 2021-2022 | 2022-2023 | 2021-2022 | 2022-2023 | 2021-2022 | 2022-2023 |
| ELA/Literacy | 52 | 56 | 43 | 43 | 47 | 46 |
| Mathematics | 48 | 45 | 28 | 31 | 33 | 34 |

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.

Note: 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.

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CAASPP Test Results in ELA by Student Group for Students Taking and Completing a State-Administered Assessment Grades Three through Eight and Grade Eleven (School Year 2022–2023)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 328 | 323 | 98.48 | 1.52 | 55.73 |
| Female | 157 | 155 | 98.73 | 1.27 | 57.42 |
| Male | 171 | 168 | 98.25 | 1.75 | 54.17 |
| American Indian or Alaska Native | — | — | — | — | — |
| Asian | — | — | — | — | — |
| Black or African American | — | — | — | — | — |
| Filipino | — | — | — | — | — |
| Hispanic or Latino | 113 | 111 | 98.23 | 1.77 | 49.55 |
| Native Hawaiian or Pacific Islander | — | — | — | — | — |
| Two or More Races | 22 | 22 | 100.0 | 0.0 | 59.09 |
| White | 176 | 176 | 100.0 | 0.0 | 60.23 |
| English Learners | 15 | 12 | 80.0 | 20.0 | 0.0 |
| Foster Youth | — | — | — | — | — |
| Homeless | — | — | — | — | — |
| Military | — | — | — | — | — |
| Socioeconomically Disadvantaged | 125 | 122 | 97.6 | 2.4 | 41.8 |
| Students Receiving Migrant Education Services | — | — | — | — | — |
| Students with Disabilities | 54 | 53 | 98.15 | 1.85 | 24.53 |

CAASPP Test Results in Mathematics by Student Group for Students Taking and Completing a State-Administered Assessment Grades Three through Eight and Grade Eleven (School Year 2022–2023)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 328 | 324 | 98.78 | 1.22 | 45.37 |
| Female | 157 | 154 | 98.09 | 1.91 | 41.91 |
| Male | 171 | 170 | 99.42 | 0.58 | 49.41 |
| American Indian or Alaska Native | — | — | — | — | — |
| Asian | — | — | — | — | — |
| Black or African American | — | — | — | — | — |
| Filipino | — | — | — | — | — |
| Hispanic or Latino | 113 | 112 | 99.12 | 0.88 | 33.04 |
| Native Hawaiian or Pacific Islander | — | — | — | — | — |
| Two or More Races | 22 | 22 | 100.0 | 0.0 | 40.91 |
| White | 176 | 175 | 99.43 | 0.57 | 52.57 |
| English Learners | 15 | 14 | 93.33 | 6.67 | 14.29 |
| Foster Youth | — | — | — | — | — |
| Homeless | — | — | — | — | — |
| Military | — | — | — | — | — |
| Socioeconomically Disadvantaged | 125 | 122 | 97.6 | 2.4 | 33.61 |
| Students Receiving Migrant Education Services | — | — | — | — | — |
| Students with Disabilities | 54 | 53 | 98.15 | 1.85 | 32.08 |

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

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.

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.

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

| Science | Percentage of Students Meeting or Exceeding the State Standards | | | | | |
|---------|---|-----------|-----------|-----------|-----------|-----------|
| | School | | District | | State | |
| | 2021-2022 | 2022-2023 | 2021-2022 | 2022-2023 | 2021-2022 | 2022-2023 |
| | 31.3 | 39.29 | 27.48 | 29.14 | 29.47 | 30.29 |

CAASPP Test Results in Science by Student Group Grades Five, Eight and High School (2022-23)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 113 | 112 | 99.12 | 0.88 | 39.29 |
| Female | 48 | 48 | 100.0 | 0.0 | 37.5 |
| Male | 65 | 64 | 98.46 | 1.54 | 40.63 |
| American Indian or Alaska Native | — | — | — | — | — |
| Asian | — | — | — | — | — |
| Black or African American | — | — | — | — | — |
| Filipino | — | — | — | — | — |
| Hispanic or Latino | 39 | 39 | 100.0 | 0.0 | 25.64 |
| Native Hawaiian or Pacific Islander | — | — | — | — | — |
| Two or More Races | — | — | — | — | — |
| White | 58 | 58 | 100.0 | 0.0 | 48.28 |
| English Learners | — | — | — | — | — |
| Foster Youth | — | — | — | — | — |
| Homeless | — | — | — | — | — |
| Military | — | — | — | — | — |
| Socioeconomically Disadvantaged | 40 | 40 | 100.0 | 0.0 | 35.0 |
| Students Receiving Migrant Education Services | — | — | — | — | — |
| Students with Disabilities | 19 | 19 | 100.0 | 0.0 | 15.79 |

Note: 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.

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.

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

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (2022-23)

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------------|----------------------------------|--|---|---|-----------------------------|
| 5 | 91.2 | 94.7 | 98.2 | 94.7 | 91.2 |

Note: The administration of the PFT during 2021–22 and 2022-23 school years, only participation results are required for these five fitness areas.

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

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State Priority: Pupil Engagement

Chronic Absenteeism by Student Group (2021-22)

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 734 | 722 | 127 | 17.6 |
| Female | 354 | 349 | 65 | 18.6 |
| Male | 380 | 373 | 62 | 16.6 |
| American Indian or Alaska Native | 3 | 3 | 3 | 100.0 |
| Asian | 21 | 20 | 0 | 0.0 |
| Black or African American | 13 | 11 | 1 | 9.1 |
| Filipino | 7 | 7 | 0 | 0.0 |
| Hispanic or Latino | 233 | 228 | 59 | 25.9 |
| Native Hawaiian or Pacific Islander | 2 | 2 | 1 | 50.0 |
| Two or More Races | 56 | 56 | 9 | 16.4 |
| White | 399 | 396 | 54 | 13.6 |
| English Learners | 48 | 47 | 15 | 31.9 |
| Foster Youth | — | — | — | — |
| Homeless | 5 | 5 | 0 | 0.0 |
| Socioeconomically Disadvantaged | 264 | 260 | 63 | 24.2 |
| Students Receiving Migrant Education Services | 2 | 2 | 1 | 50.0 |
| Students with Disabilities | 121 | 119 | 28 | 23.5 |

Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parent Involvement

Name: Crissi Andrade, PTA President

Phone number: (760) 945-5300

Parents are a vital component of our educational program. Parents serve on the School Site Council (SSC), which oversees the site's annual Single Plan for Student Achievement. In addition, we have an active Parent Teacher Association (PTA), whose membership is in the hundreds. Large numbers of parents regularly serve in the classroom as volunteers. The PTA has helped build and grow a garden, sponsored assemblies, run student clubs, obtained playground equipment, and supported grade-level study trips. Additionally, parents participate in numerous classrooms, including field trips and classroom projects. Parent participation is welcome in classroom activities, the PTA, and the SSC.

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

| Rate | School 2020-21 | School 2021-22 | School 2022-23 |
|-------------|------------------|------------------|------------------|
| Suspensions | 0.4 | 1.62 | 0.54 |
| Expulsions | 0.0 | 0.0 | 0.0 |
| Rate | District 2020-21 | District 2021-22 | District 2022-23 |
| Suspensions | 1.26 | 4.93 | 4.73 |
| Expulsions | 0.01 | 0.05 | 0.07 |
| Rate | State 2020-21 | State 2021-22 | State 2022-23 |
| Suspensions | 0.2 | 3.17 | 3.6 |
| Expulsions | 0.0 | 0.07 | 0.08 |

Suspensions and Expulsions by Student Group (2022-23)

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 0.54 | 0.0 |
| Female | 0.28 | 0.0 |
| Male | 0.79 | 0.0 |
| Non-Binary | 0.0 | 0.0 |
| American Indian or Alaska Native | 0.0 | 0.0 |
| Asian | 0.0 | 0.0 |
| Black or African American | 0.0 | 0.0 |
| Filipino | 0.0 | 0.0 |
| Hispanic or Latino | 0.86 | 0.0 |
| Native Hawaiian or Pacific Islander | 0.0 | 0.0 |
| Two or More Races | 0.0 | 0.0 |
| White | 0.5 | 0.0 |
| English Learners | 2.08 | 0.0 |
| Foster Youth | 0.0 | 0.0 |
| Homeless | 0.0 | 0.0 |
| Socioeconomically Disadvantaged | 0.38 | 0.0 |
| Students Receiving Migrant Education Services | 0.0 | 0.0 |
| Students with Disabilities | 1.65 | 0.0 |

SCHOOL ACCOUNTABILITY REPORT CARD

Discipline

We focus on Positive Behavior Systems and Supports (PBIS) at Lake, centered around our acronym of Dolphins ROCK: Respecting Others, Owning Our Choices, Care About Learning, and Keeping Lake safe and clean. We have monthly assemblies to celebrate our students who display these actions around campus. All students learn school rules and discipline policies. Administrators handle discipline issues with individual students. We teach conflict resolution and good character. We sometimes find it necessary to suspend students who break school rules outlined in the California Education Code, and these are reported on the California School Dashboard.

School Safety

SB187 Safety Plan

Date the plan was last updated: August 2023

Date the plan was last reviewed with staff: August 2023

The Comprehensive Safe School Plan includes data regarding crime, safe school procedures, and compliance with laws including (1) child abuse reporting, (2) disaster response, (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) schoolwide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures ensuring a safe and orderly environment conducive to learning, (9) rules and procedures on school discipline adopted according to Ed Code Sections 35291 and 35291.5, and (10) lockdown procedures. In addition, a copy of the plan is available for inspection by the public at each school.

We routinely go over safety rules with students, and we practice fire, earthquake, lockdown, and other disaster drills. Staff members are assigned to teams, and responsibilities are delegated to ensure the safety of everyone on campus are designated for a command post, medical support, and a location for family unification. Portable radios are available on campus to enhance communication.

Average Class Size and Class Size Distribution (Elementary)

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

| Grade Level | 2020-21 | | | Avg. Class Size | 2021-22 | | | Avg. Class Size | 2022-23 | | | | | |
|---------------------|-----------------|--------------------|-------|-----------------|-----------------|--------------------|------|-----------------|-----------------|--------------------|-----|------|-------|-----|
| | Avg. Class Size | Number of Classes* | | | Avg. Class Size | Number of Classes* | | | Avg. Class Size | Number of Classes* | | | | |
| | | 1-20 | 21-32 | | | 33+ | 1-20 | | | 21-32 | 33+ | 1-20 | 21-32 | 33+ |
| Kindergarten | 22.0 | 1 | 5 | 21.0 | 4 | 2 | | 22.0 | 4 | 2 | 1 | | | |
| Grade 1 | 26.0 | | 3 | 30.0 | | 4 | 1 | 26.0 | | 4 | 1 | | | |
| Grade 2 | 24.0 | | 4 | 25.0 | | 4 | | 25.0 | | 5 | | | | |
| Grade 3 | 25.0 | | 4 | 25.0 | | 5 | | 23.0 | | 4 | | | | |
| Grade 4 | 27.0 | | 4 | 29.0 | 1 | | 1 | 31.0 | | 4 | | | | |
| Grade 5 | 29.0 | | 4 | 28.0 | 1 | 2 | | 28.0 | | 4 | | | | |
| Other (multi-grade) | 21.0 | 2 | 1 | 0.0 | | | | 0.0 | | | | | | |

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

Other SARC Information

Academic Counselors and Other Support Staff

| Title | Number of FTEs* Assigned to the School |
|---|--|
| Counselor (Academic, Social/Behavioral or Career Development) | 1.0 |
| Library Media Services (paraprofessional) | 1.0 |
| Psychologist | 0.7 |
| Speech/Language/Hearing | 1.0 |
| Nurse | 0.3 |
| Other | 3.5 |

*One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

School Finances

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

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|-------------------------------------|------------------------|------------|--------------|------------------------|
| | Total | Restricted | Unrestricted | |
| School | \$8,205 | 1,361 | \$6,844 | \$91,045 |
| District | | | \$10,073 | \$88,513 |
| State | | | \$7,607 | \$90,632 |
| Percent Difference: School/District | | | (32%) | 3% |
| Percent Difference: School/State | | | (10%) | 0.5% |

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

SCHOOL ACCOUNTABILITY REPORT CARD

Other Funding (Fiscal Year 2022-23)

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

| Program | Amount |
|------------------------------------|-----------------|
| COVID State & Federal Relief Funds | \$65,170 |
| Lottery Instructional Materials | 16,616 |
| Total | \$81,786 |

Teacher & Administrative Salaries (Fiscal Year 2021-22)

This table displays district-level salary information for teachers, principals, and the superintendent, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category | District Amount | State Average for Districts in Same Category |
|---------------------------------------|-----------------|--|
| Beginning Teacher Salary | \$52,075 | \$55,550 |
| Mid-Range Teacher Salary | \$88,513 | \$84,645 |
| Highest Teacher Salary | \$115,689 | \$111,284 |
| Average Principal Salary (Elementary) | \$138,774 | \$139,860 |
| Average Principal Salary (Middle) | \$142,544 | \$146,440 |
| Average Principal Salary (High) | \$156,118 | \$158,448 |
| Superintendent Salary | \$260,000 | \$278,268 |
| Percent of District Budget | | |
| Teacher Salaries | 35.71 | 32.21 |
| Administrative Salaries | 4.17 | 4.89 |

Professional Development

| Measure | 2021-22 | 2022-23 | 2023-24 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 6 | 5 | 6 |

The Vista Unified School District (VUSD) has developed a professional development blueprint, ensuring that the instructional focus and student support are high quality and implemented in all schools. Our comprehensive plan is designed to provide teachers, paraprofessionals, staff, and administrators with continuous and sustained professional growth opportunities, all in support of implementing a multi-tiered system of support (MTSS), adhering to the California Common Core State Standards, embracing Universal Design for Learning (UDL), and incorporating instructional technology tools. Embedded within our professional development plan are opportunities for teachers and staff to engage in collaborative efforts with their peers, analyze assessment outcomes, curate instructional plans, and create targeted interventions and enrichment experiences for our students.

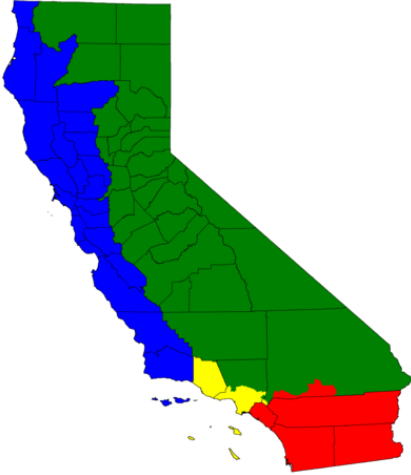
Our Special Education Strategic Plan provides professional development opportunities in the areas of instructional delivery, special education processes, communication, and building staff capacity. This approach fosters collaboration among special education teachers, general education teachers, and paraprofessionals, enabling them to enhance their capabilities as equal partners within the instructional environment. In addition, the district's Behavior Support Team remains committed to enhancing the skills of school site leaders, general education teachers, education specialists, instructional assistants, and counselors. This effort is focused on the implementation of a Positive Behavioral Intervention and Support (PBIS) program to improve instruction and learning for students facing behavioral challenges.

Vista Unified's Multilingual Education Department provides our students a comprehensive multilingual education system with a primary focus on enhancing professional development opportunities that cater to the needs of English learners participating in both our Structured English Immersion and Dual Language Immersion programs. Guided Language Acquisition Design (GLAD®) is the instructional foundation for grades TK-12, aligning with the vision outlined in *California's English Learner Roadmap* policy. The GLAD model reinforces our commitment to providing educational programs and practices designed for English learners that include the implementation of integrated English-language development (ELD) and designated ELD. In conjunction with this, a dedicated team of ELD teachers provides continuous professional development opportunities for teachers across all school sites.



SCHOOL ACCOUNTABILITY REPORT CARD

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

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

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

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

