Lake Elementary School
2023-2024 School Accountability Report Card
(Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. - For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/. - For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/. - For additional information about the school, parents/guardians and community members should contact the school principal or the district office. A hard copy of the School Accountability Report Card is available at your School Office, upon request.
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/.

2024-25 School Contact Information

School Name	Lake Elementary School
Street	4950 Lake Boulevard
City, State, Zip	Oceanside, CA 92056
Phone Number	(760) 945-5300
Principal	Dr. Davina Stringer
Email Address	davinastringer@vistausd.org
School Website	lk.vistausd.org/
Grade Span	K-5
County-District-School (CDS) Code	37 68452 6107585

2024-25 District Contact Information

District Name	Vista Unified School District
Phone Number	(760) 726-2170
Superintendent	Dr. Matthew Doyle
Email Address	mattdoyle@vistausd.org
District Website	www.vistausd.org

2024-25 School Description and Mission Statement

School's Mission and Vision Statement

Vision: The vision of Lake Elementary school is to inspire students through project-based learning, cultivating character as they embrace the unknown with creativity and perseverance.

Mission: The mission of Lake Elementary is to create a dynamic, student-centered learning community where students develop meaningful relationships that inspire lifelong learning and academic excellence.

2024-25 School Description and Mission Statement

Principal's Message

At Lake Elementary, our priority is to meet the needs of all learners by removing barriers to education. Our focus on innovative lesson design considers the unique strengths, needs, interests, and values of each student, fostering equitable learning opportunities for all.

This year, we will continue to enhance Project-Based Learning (PBL) units aligned with grade-level standards through the lens of Universal Design for Learning (UDL), ensuring equity for all learners. Our teams will collaborate to refine a Multi-Tiered System of Supports (MTSS) feedback cycle, emphasizing SMART goal-setting, research-based interventions, progress monitoring, performance assessments, and rubrics.

Lake Elementary is a vibrant, student-centered community where students are active participants in shaping their educational experiences. Together with parents, staff, faculty, and our broader community, we foster collaboration, innovation, and excellence. By building strong relationships and embracing a whole-child approach, we create an environment where every learner thrives.

Major Achievements

- We have established a Positive Behavioral Interventions & Supports (PBIS) team comprising families, certificated staff, and classified staff to promote positive school culture.

- We have Professional Learning Communities working to align practices in research-based pedagogy, formative assessment practices, MTSS, the Science of Teaching Reading, and mathematics instruction.

- We have developed and implemented PBL units across all grade levels, with students showcasing their work through engaging exhibitions of learning.

Focus for Improvement

- Through a UDL lens, we are identifying new ways to integrate scaffolds and supports early in the learning process, removing barriers and ensuring all students succeed.

- Teachers have participated in bi-weekly professional development cycles focused on cognitive science, Personalized Learning, Habits of Mind, Project-Based Learning, and formative assessment. This ongoing cycle of learning, practice, and reflection has driven meaningful changes in teaching practices, benefiting all students.

- We remain committed to tailoring education to individual student strengths, interests, and values. Teachers are empowering students with greater voice and choice in their learning, while also implementing the formative assessment process to support student progress. Each grade level will develop strategies to meet students' academic, social-emotional, and behavioral needs effectively in the classroom.

At Lake Elementary, we are continually striving to innovate, inspire, and grow as a community committed to excellence for every learner.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	140
Grade 1	95
Grade 2	116
Grade 3	127
Grade 4	95
Grade 5	124
Total Enrollment	697

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.9
Male	51.1
American Indian or Alaska Native	0.4
Asian	2.4
Black or African American	0.9
Filipino	0.9
Hispanic or Latino	31.6
Native Hawaiian or Pacific Islander	0.3
Two or More Races	7.6
White	56
English Learners	6.5
Homeless	1.6
Migrant	0.6
Socioeconomically Disadvantaged	30.7
Students with Disabilities	14.2

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29.00	100.00	920.80	87.11	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	2.00	0.19	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	16.40	1.56	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	44.80	4.24	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	72.90	6.90	18854.30	6.86
Total Teaching Positions	29.00	100.00	1057.00	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	27.00	100.00	917.70	86.53	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	3.00	0.28	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	21.10	1.99	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	48.20	4.55	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.00	70.40	6.64	15831.90	5.67
Total Teaching Positions	27.00	100.00	1060.50	100.00	279044.80	100.00

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

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)	26.50	92.98	925.30	87.74	231142.40	83.24
Intern Credential Holders Properly Assigned	0.00	0.00	0.40	0.04	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	22.70	2.15	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.00	7.02	39.20	3.72	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	66.90	6.34	14303.80	5.15
Total Teaching Positions	28.50	100.00	1054.60	100.00	277698.00	100.00

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	0.00	0.00	0

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	2
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	2

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	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)	0.00	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.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 2024-25 under Education Code Sections 60119, 60422(b), and 60451 was done on October 3, 2024.

Year and month in which the data were collected	October 3, 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Education, Benchmark Advance and Benchmark Advance Adelante (Spanish) 2020	Yes	0%
Mathematics	Great Minds, Eureka Math 2018	Yes	0%
Science	Great Minds, PhD Science 2023	Yes	0%
History-Social Science	TCI, Social Studies Alive! 2022	Yes	0%

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

School Facility Conditions and Planned Improvements

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

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 for improving school campuses. Projects slated for Lake Elementary will begin soon and continue over the next several years. We installed a new restroom for our upper-grade students. We also installed an updated school garden due to ADA access to the bathrooms impacting the former garden.

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.

School Facility Good Repair Status (School Year 2024-25)

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 08-22-2024. 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.

Year and month of the most recent FIT report	08-22-24

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			No repairs needed at the time of inspection.
Interior: Interior Surfaces			X	Damaged counter tops in more than one room. Stained ceiling tiles in several rooms.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			No repairs needed at the time of inspection.
Electrical	X			Ballast out in more than one room. Lights bulbs out in more than one room.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Loose faucet in one room. Faucet handles hard to turn in one room.
Safety: Fire Safety, Hazardous Materials	X			No repairs needed at the time of inspection.
Structural: Structural Damage, Roofs	X			No repairs needed at the time of inspection.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			No repairs needed at the time of inspection.

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 Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	56	51	43	42	46	47
Mathematics (grades 3-8 and 11)	45	48	31	31	34	35

2023-24 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	342	333	97.37	2.63	51.05
Female	164	161	98.17	1.83	57.14
Male	178	172	96.63	3.37	45.35
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	109	105	96.33	3.67	38.10
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	25	25	100.00	0.00	60.00
White	192	188	97.92	2.08	55.85
English Learners	14	9	64.29	35.71	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	90	83	92.22	7.78	33.73
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	50	46	92.00	8.00	23.91

2023-24 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	342	336	98.25	1.75	47.62
Female	164	161	98.17	1.83	44.10
Male	178	175	98.31	1.69	50.86
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	109	106	97.25	2.75	28.30
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	25	25	100.00	0.00	56.00
White	192	190	98.96	1.04	55.79
English Learners	14	12	85.71	14.29	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	90	85	94.44	5.56	32.94
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	50	46	92.00	8.00	23.91

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	39.29	37.19	29.14	28.50	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	124	121	97.58	2.42	37.19
Female	53	51	96.23	3.77	25.49
Male	71	70	98.59	1.41	45.71
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	41	40	97.56	2.44	27.50
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	11	100.00	0.00	18.18
White	64	63	98.44	1.56	47.62
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	36	33	91.67	8.33	24.24
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	17	89.47	10.53	11.76

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.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT 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	92	95	96	95	97

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.

2024-25 Opportunities for Parental Involvement

Parents are a vital component of our educational program. Parents serve on the School Site Council (SSC), which oversees the site's annual School Plan for Student Achievement. In addition, we have an active Parent Teacher Association (PTA) that has sponsored assemblies, 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, English Learner Advisory Committee (ELAC), and the SSC.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	735	723	77	10.7
Female	354	349	42	12.0
Male	381	374	35	9.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	20	20	2	10.0
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	234	230	48	20.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	54	53	3	5.7
White	407	402	20	5.0
English Learners	53	53	15	28.3
Foster Youth	--	--	--	--
Homeless	14	14	5	35.7
Socioeconomically Disadvantaged	273	269	43	16.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	128	124	24	19.4

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
1.62	0.54	0.82	4.93	4.73	3.24	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.05	0.07	0.09	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.82	0.00
Female	0.28	0.00
Male	1.31	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.85	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.98	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.10	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.

2024-25 School Safety Plan

Date the plan was last updated: 8/6/2024
Date the plan was last reviewed with staff: 8/9/2024

2024-25 School Safety Plan

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, secure campus, 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.

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.

2021-22 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	4	2	
1	30		4	1
2	25		4	
3	25		5	
4	29	1		1
5	28	1	2	

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	22	4	2	1
1	26		4	1
2	25		5	
3	23		4	
4	31		4	
5	28		4	

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	23	1	3	1
1	19	5		
2	23		5	
3	25		5	
4	32		3	
5	46		2	2

2023-24 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	697

2023-24 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)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	1.6
Resource Specialist (non-teaching)	
Other	2

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	$9,744	$1,857	$7,887	$84,071
District	N/A	N/A	$11,393	$88,476
Percent Difference - School Site and District	N/A	N/A	-36.4	-5.1
State	N/A	N/A	$10,771	$97,756
Percent Difference - School Site and State	N/A	N/A	-30.9	-15.1

Fiscal Year 2023-24 Types of Services Funded

Proposition 28 funding is special money set aside for arts and music programs in California public schools. This funding, approved by voters in 2022, ensures that every school gets extra money specifically for visual and performing arts programs and activities. At Lake Elementary School, our Prop 28 funds are used for the supplemental arts teacher to collaborate with the grade-level teachers and music teacher to provide additional support and personalized instruction to students. Their role involves working closely to enhance students' digital and visual arts skills and confidence. The Digital Arts teacher offers guidance on techniques, presentation, showcase, and media to ensure students are ready to showcase their talents at events and on-site. The Digital Arts teacher also plays a key role in helping to prepare students for digital citizenship.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	$55,236	$59,551
Mid-Range Teacher Salary	$87,794	$93,855
Highest Teacher Salary	$115,773	$120,219
Average Principal Salary (Elementary)	$150,779	$151,525
Average Principal Salary (Middle)	$150,028	$158,215
Average Principal Salary (High)	$168,848	$171,087
Superintendent Salary	$300,000	$300,043
Percent of Budget for Teacher Salaries	33.49	31
Percent of Budget for Administrative Salaries	4.46	4.91

Professional Development

The Vista Unified School District (VUSD) is committed to ensuring that every student receives the highest quality education and support. To achieve this, we have developed a professional development plan designed to empower our teachers, staff, and administrators with ongoing opportunities to grow and excel in their roles. This plan supports the implementation of a Multi-Tiered System of Support (MTSS), aligns with the California Common Core State Standards, embraces Universal Design for Learning (UDL), and integrates the latest instructional technology tools.

Our professional development efforts focus on collaboration and continuous improvement. Teachers and staff engage in meaningful teamwork, analyze student assessments, design instructional plans, and create targeted interventions and enrichment opportunities to meet the diverse needs of all students.

In literacy, VUSD provides comprehensive training for teachers and administrators to implement evidence-based lesson design and delivery methods that support explicit literacy instruction. This approach ensures that students build strong foundational skills in reading and writing.

We also prioritize professional development in special education to enhance communication, instructional delivery, and capacity-building. This fosters collaboration among general education teachers, special education teachers, and paraprofessionals, allowing them to work together as equal partners in the classroom. Our district's Behavior Support Team is dedicated to training school staff to implement Positive Behavioral Interventions and Supports (PBIS), ensuring a supportive and inclusive environment for students with behavioral challenges.

For our English learners, VUSD offers a robust multilingual education system, including Structured English Immersion and Dual Language Immersion programs. Guided Language Acquisition Design (GLAD®) serves as the instructional foundation for grades TK-12, reflecting the vision of California's English Learner Roadmap policy. Our integrated and designated English Language Development (ELD) programs ensure English learners receive the support they need to thrive. Additionally, a dedicated team of ELD specialists provides ongoing professional development for teachers at every school site to enhance their ability to support English learners effectively.

By investing in professional development for all educators, VUSD is creating an environment where every student can succeed academically, socially, and emotionally.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	5	6	5