

# **Vista La Mesa Elementary School**

## **School Accountability Report Card**

### **Reported Using Data from the 2019-2020 School Year**

#### **Published During 2020-2021**

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 webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

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

#### **California School Dashboard**

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

## About This School

### School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Vista La Mesa Elementary School
Street	3900 Violet St.
City, State, Zip	La Mesa, CA 91941-7542
Phone Number	619-825-5645
Principal	Tracie Audifferen
Email Address	taudifferen@lemongrovesd.net
Website	<a href="https://vlma.lemongrovesd.net/">https://vlma.lemongrovesd.net/</a>
County-District-School (CDS) Code	37682056038673

### District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Lemon Grove School District
Phone Number	(619) 825-5600
Superintendent	Erica Balakian
Email Address	ebalakian@lemongrovesd.net
Website	<a href="https://www.lemongrovesd.net/">https://www.lemongrovesd.net/</a>

### School Description and Mission Statement (School Year 2020-2021)

Vista La Mesa Academy is located about 10 miles east of the City of San Diego. It is one of seven schools in the Lemon Grove School District. The District is comprised of four elementary schools, one middle school, and two PreK - 8th academies. Vista La Mesa, one of the PreK - 8th Grade academies, is located in the City of La Mesa, and is under the governance of the Lemon Grove School Board. We also have partnerships with the U.S. Navy, the Kroc Center, and the La Mesa Police Department as community agencies that help us with our mission.

Vista La Mesa Academy is a Restorative Practices school. All of our teachers and staff are trained in ways to help students to communicate, resolve conflicts peacefully, and to problem-solve as a team. When a member of the Vista La Mesa team has caused a problem with peers, staff, or community, we hold a circle to solve the issue and to find ways to "restore" the team member back to the community. Restorative Practices build important skills in our staff and students and adds to our positive, productive school environment.

Vista La Mesa Academy is also a STEM School. An initial 3-year grant from the Department of Defense in 2013 helped us to provide all 5th through 8th grade students with "Project Lead the Way," an immersive STEM program offering high quality and rigorous Science, Technology, Math, and Engineering units. Students learned to program robots, to design using auto-cad software, and to create their own computer apps. In addition, we have formed partnerships with SDSU through its MESA (Math, Engineering, Science Achievement) program and our students have consistently excelled in the local and the regional competition. A 5-year 2015-2020 Department of Defense grant was awarded in 2015 to grow our STEM program in Transitional Kindergarten through 5th grade. With this new funding we have added "Project Lead the Way" units to our Transitional Kinder through 5th Grade curriculum. Currently all students in grades TK-8 have a laptop or Chromebook. We are growing and nurturing student interest in STEM careers and in scholarly thinking across the disciplines.

The Lemon Grove School District and the Vista La Mesa Academy staff work together to develop and implement high academic standards for all students. We have a diverse population that works together as students, parents, community, and staff to provide a safe and academically challenging environment for all students. As educators, we strive to establish positive relationships with our students and their families as well as to deliver high quality instruction in all of our classrooms. We know the importance of students, parents, extended family members, and the community working together, supporting one another, and utilizing our strong technology tools to provide as many opportunities for students to succeed as possible.

**Our Mission Statement--developed with teachers in 2017:**

At VLMA, we value learning and embrace empathy, diversity, positive relationships and collaboration. These beliefs help us to lead our cheetah students to set and achieve goals that positively impact their community through cognitive flexibility and self reflection.

**Student Enrollment by Grade Level (School Year 2019-2020)**

Grade Level	Number of Students
Kindergarten	87
Grade 1	70
Grade 2	54
Grade 3	79
Grade 4	76
Grade 5	50
Grade 6	59
Grade 7	59
Grade 8	66
<b>Total Enrollment</b>	<b>600</b>

**Student Enrollment by Student Group (School Year 2019-2020)**

Student Group	Percent of Total Enrollment
Black or African American	23
American Indian or Alaska Native	1
Asian	7.8
Filipino	0.7
Hispanic or Latino	54.8
Native Hawaiian or Pacific Islander	0.3
White	9.8
Two or More Races	2.5
Socioeconomically Disadvantaged	69.3
English Learners	28.5
Students with Disabilities	12.8
Homeless	1.5



## 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

### Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	27	29	35	175
Without Full Credential	0	0	1	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: October 2020

All textbooks used in the core curriculum throughout Lemon Grove School District are aligned to the California Content Standards and Frameworks. Instructional materials for grades K-8 are selected from the state's list of standards-based materials and adopted by the State Board of Education. On October 13, 2020, the Lemon Grove School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees certified as required by Education Code §60119 that for the 2020-21 school year, the Lemon Grove School District has provided sufficient textbooks or instructional materials, or both, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board, to each pupil including those enrolled in a foreign language or health course is available to pupils.

All Lemon Grove School District students, including all English learners, have textbooks and instructional materials that are current and in good condition in accordance with Education Code requirements. All textbooks and instructional materials are provided in sufficient quantities for each student for use in class and to take home.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK-6 Benchmark Advance (2018) 6-8 Glencoe (2011)	Yes	0
Mathematics	TK-8 Houghton Mifflin Harcourt California "Go Math" (2014)	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	TK-5 Harcourt (2008) 6-8 Glencoe (2008)	Yes	0
History-Social Science	TK-5 Houghton-Mifflin (2007) 6 Glencoe (2007) 7-8 TCI (2019)	Yes	0

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

## School Facility Conditions and Planned Improvements

Below is information about the safety, cleanliness, and adequacy of school facilities, including the condition of cleanliness of the school grounds, buildings, and restrooms. The District provides services through its Maintenance, Operations and Services (MOS) department. Lemon Grove School District (LGSD) continues to pride itself on maintaining quality facilities to provide a safe learning and working environment for its students and staff. School custodial and district maintenance staff conduct frequent inspections to ensure that all sites are clean, safe, well maintained and in good repair. Mobile cleaning teams have been used to provide in-depth cleaning-assistance services. The Maintenance Department is in the process of establishing preventative maintenance programs that ensure all schools are managed at an efficient operating level. All classrooms, playground areas and working space for students and staff satisfy building capacity requirements of the Education Code.

The Lemon Grove School District has always emphasized the importance of a clean, safe environment for learning and working. The environment of each campus is a matter of pride for students, staff and parents. To ensure that our facilities are in good repair condition, custodians at each site perform monthly inspections, and the district maintenance crews attempt to complete their work orders in a timely manner.

### School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report:** October 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Painting and chipped corners on wall surfaces. Repair items to be addressed before school year end.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	Interior light bulbs to be replaced. All non-working bulbs have been replaced.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	
Overall Rating	Good	

## 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, which 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); and
- 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

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	45	N/A	46	N/A	50	N/A
Mathematics (grades 3-8 and 11)	32	N/A	35	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

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 CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and High School

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	17	N/A	21	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

### 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 areas of physical education.

### California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.



## 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 for the school district and each school site

### Opportunities for Parental Involvement (School Year 2020-2021)

At Vista La Mesa Academy we strongly believe that our students are more successful when we closely partner with our parents who are integral members of our educational team. Parents are actively involved in a number of ways in the development and support of what happens at Vista La Mesa. They provide recommendations for development of our School Plan for Student Achievement through participation on our School Site Council (SSC) and English Language Advisory Committee (ELAC). Parents serve on various school committees and volunteer on campus. We have a variety of evening and weekend parent and family activities such as Back to School Night, Science Family Fun Nights, Family Early Literacy Workshops, Talent Shows, Track and Field Day, and Open House/STEM Showcase Night in addition to numerous activities sponsored by our Parent Teacher's Association (PTA). Recent PTA events have included virtual book fairs and student recognition assemblies. Through these and other opportunities, our students, staff, and parents have truly come together as an active school community. (Many of these activities have been modified in response to COVID-19 health and safety guidelines during our distance learning phase.)

Vista La Mesa Academy employs a Parent Volunteer Coordinator who works with our school community as they develop an understanding of the needs of the school and of the students. Parent involvement is greatly valued. We encourage parents to participate in our PTA and various other committees. In collaboration with the Lemon Grove School District's Parent Engagement Specialist, Vista La Mesa holds Community Circles. The purpose of Community Circles is to give parents a space to meet and talk to each other and you, and also, to start building community with parents and families.

We also currently partner with Helix High School's Future Educators CTE Pathway program. The goal of this course is to create future educators within their own community. The course, through articulation with Grossmont College, also gives students the opportunity to earn college credit (ED 200) for the class. Part of the requirement is that high school students complete 45 observation hours in a variety of levels of classes, such as those at Vista La Mesa Academy. Due to COVID-19 distance learning restrictions, we have postponed the on-campus observation aspect of this partnership. We have a large school garden that is traditionally utilized as part of our Science program teaching students about the biology of plants, combining older students with younger students to promote cross age dialogue and service. Vista La Mesa continues to expand our partnership with the US Armed Forces and we host several military parent events. Please contact our Principal, Tracie Audifferen, or Tasha Whitley, our Volunteer Coordinator, for opportunities to be involved in one of our organized parent groups or to learn about volunteering at Vista La Mesa Academy.

### 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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	1.0	1.6	2.2	3.5	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

## Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	.5	1.8	
Expulsions	0	0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

## School Safety Plan (School Year 2020-2021)

Our School Safety Plan is reviewed and updated with new goals on an annual basis in December/January. By end of January the 2020-2021 the plan will be updated and approved by our our School Safety Committee, School Site Council, and our Certificated Staff. The last safety crisis team meeting was held on December 7, 2020 as we evaluated and updated the School Safety Plan. The School Safety Plan, including emergency drill procedures, was reviewed, updated, and discussed with faculty on December 16, 2020 and approved by the School Site Council on January 7, 2021. The sections of the emergency plan are:

1. Maintaining a safe and orderly environment
2. Emergency Disaster Procedures
3. Safe ingress and egress
4. Child Abuse Reporting
5. Suspension and Expulsion
6. Notifying Teachers of Dangerous Pupils
7. Discrimination and Harassment
8. School Wide Dress Code
9. Discipline Procedures/Restorative Practices
10. Hate Crimes and AB 537 Recommendations
11. Analysis of School Safety Data
12. Strategies and Programs to Promote Safety
13. Action Plan
14. Public Hearing Documentation and Approval

## D. Other SARC Information

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

## Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	25		4		23	1	3	3	22	1	3	
1	22		4		23		3		23		3	
2	25		3		22	2	2		18	3		
3	25		2		27		3		26		3	
4	28		2		27		2		25		3	
5	25		2		30		2		25		2	
6	25	2	16		37		2	1	30		2	

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

\*\* "Other" category is for multi-grade level classes.

**Ratio of Pupils to Academic Counselor (School Year 2019-2020)**

Title	Ratio
<b>Academic Counselors*</b>	0

\*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.

**Student Support Services Staff (School Year 2019-2020)**

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

\*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.

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$7,436	\$1,317	\$6,13	\$93,120
<b>District</b>	N/A	N/A	\$9669	\$83,181
<b>Percent Difference - School Site and District</b>	N/A	N/A	-176.2	11.3
<b>State</b>	N/A	N/A	\$7,750	\$80,565
<b>Percent Difference - School Site and State</b>	N/A	N/A	-170.7	14.5

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

**Types of Services Funded (Fiscal Year 2019-2020)**

In order to help VLMA students succeed, our school offers a number of supports beyond regular classroom instruction. These supports are funded through a combination of federal and state funds that support students both during and beyond the school day. These activities include:

Reading supports for students K-8 that are not yet proficient

- Small group leveled reading for grades K-6
- I-Ready adaptable software for grades K-8
- Full-time Academic Instructional Coach and part-time literacy support teacher for grades TK-6
- After or before school targeted small groups run by classified staff and supervised by certificated teachers for 6-8 weeks at a time, usually run from November to March each year

Language Development Support for English Learners

- English Learner Support through daily 30 minute small group ELD
- Weekly Bilingual Instructional Aide (BIAs) support for Long Term English Learners and EL students who need additional assistance



Math supports for students TK-8 that are not yet proficient

- TK-2nd grade students using the ST math program
- Personal Math Trainer is used to reinforce skills in all classrooms K-8
- I-Ready Math adaptable software for grades TK-8
- After school targeted small groups run by classified staff and supervised by certificated teachers for 6-8 weeks at a time, usually run from November to March each year

GATE and enrichment after school programs for students in grades 3-8 that qualify

- MESA for grades 6-8
- Girls on the Run and Heart and Sole mentoring and running program for girls in grades 4-8
- Club Live character building enrichment for grades 5-8
- District STEM program for GATE and high achievers

#### Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$56,201	\$50,574
Mid-Range Teacher Salary	\$77,752	\$76,649
Highest Teacher Salary	\$106,717	\$98,993
Average Principal Salary (Elementary)	\$121,977	\$125,150
Average Principal Salary (Middle)	\$124,478	\$129,394
Average Principal Salary (High)		\$122,053
Superintendent Salary	\$220,469	\$193,925
Percent of Budget for Teacher Salaries	35.0	34.0
Percent of Budget for Administrative Salaries	4.0	6.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

#### Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	38	50	68

The last three years we have been transitioning to Common Core Standards including adopting a Common Core aligned English Language Arts (ELA) textbook (Benchmark Advanced), increasing teacher knowledge around mathematics instruction, and selecting an Next Generation Science Standards aligned textbook and Common Core aligned Social Studies textbook for grades 7-8. To address these many changes, professional development at the district level has addressed varied areas based upon state and district assessment data showing needs; as well as equity for all students. Professional Development is delivered in 2-3 dedicated staff development days per year, as well as on site workshops, teacher grade level collaborative groups, and staff meetings.



These are the district professional development initiatives from 2018-2020:

- New Teacher Orientation: One to two days have been provided for all new teachers each August 2015-2019; individual support has been provided as needed for teachers who started after the school year began through mentor teachers.
- Grade 7-8 Social Studies: In 2017, a 2 day session at the San Diego County Office of Education on the new Social Studies standards was provided for 6-8th grade social studies teachers to familiarize them with the new standards. They were given a follow-up day in the summer to prepare units of instruction based upon the new standards. Social studies professional development has continued for 2 days per year since 2017.
- Grade 7-8 Physical Education: Two days of professional development were provided for middle school P.E. teachers each year since 2016.
- Grade 7-8 Science: teachers received training during pilot adoptions.
- Grades TK-6 ELA: professional development through a half time ELA Literacy Coach to support transition into our TK-6th grade Benchmark Advanced Curriculum and best practices in ELA (our School Site Council elected to increase the coach to full time for 2019-2020).
- Grades TK-6 ELA: Providing 2 days each year of additional grade level ELA workshop support through Benchmark consultants 2018-2020.
- Grades TK-8 Math: Hiring a district math coach to support increased math achievement and to support consultants from Math Solutions.
- Grades TK-8 Math: Consultants providing sessions at our Staff Development Days as well as on-site support for each grade level at least one day in 2019-2020.
- Grades TK-6 Collaborative Time for Teacher Development: the district supports the Art, Music and Physical Education (AMP) program to release grade level teams for 120 minutes 2 times per month for planning and development in all subject areas.

At the school level for the last three years, Vista La Mesa Academy has mirrored the district foci and also worked on Restorative Practices to improve school climate; Science, Technology, Engineering and Mathematics as part of a grant from the Department of Defense; and student-talk around content due to the needs of our English Learners visible in our EL scores on CAASPP. The ways that the school site addresses Professional Development is the following:

- Grades TK-8: Supporting the AMP collaborative time with specific data analysis tasks to foster teacher collective efficacy in all subject areas.
- In 2018, all VLMA Math teachers received Number Talk Books and four 90 minute workshops and some grade level coaching from the district math coach to get Number Talks started in our classrooms. This support is continuing in 2019-2020 through grade level collaborative meetings and the district Math Solutions consultants.
- We use at least 5 of our 10 staff meetings for staff training around school climate, student talk (2015-2018), and now (2019-2020) clarity of instruction and CHEW (student discourse requiring making shared meanings of content, going deeper into content understanding, student creative and critical thinking)
- While in our distance learning phase (2020-2021), weekly professional development sessions have focused on student voice (climate) and academic discourse (content) as we depend our previous focus on clarity of instruction from the 2019-2020 school year.
- Monthly site based EdLearn opportunities in the 2020-2021 school year have focused on Culturally Responsive Pedagogy and equity practices.
- In the 2019-2020 year, Vista La Mesa Academy directed funding to staff a full time Instructional Coach to work collaboratively with grade level teacher teams from TK-8 using a cyclical lesson study model focused on either math or ELA instruction. This structure continues in the 2020-2021 year.

In 2020-21, due to Covid19 and distance learning, districtwide the focus has been on engaging students through distance learning. We now have a student minimum day Wednesdays which allows for ongoing professional development for teachers on Wednesday afternoons and weekly collaborations for grade level teams. All professional development for 2020-21 has been online.

\*The on-site and district-wide staff development and continuous improvement sessions listed above include full and partial days.