

**Vista de Las Cruces School**  
**2021 School Accountability Report Card**



# 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 [www.cde.ca.gov/ta/ac/sa/](http://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/](http://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/](http://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/](http://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.

## 2021-22 School Contact Information

School Name	Vista de Las Cruces School
Street	9467 San Julian Road
City, State, Zip	Gaviota, CA 93117
Phone Number	(805) 686-1880
Principal	Dr. Lois M. Peterson
Email Address	lpeterson@vistadelmarunion.com
School Website	<a href="https://vista-vdm-ca.schoolloop.com/">https://vista-vdm-ca.schoolloop.com/</a>
County-District-School (CDS) Code	42-69344-6046080

## 2021-22 District Contact Information

<b>District Name</b>	Vista Del Mar Union School District
<b>Phone Number</b>	805-686-1880
<b>Superintendent</b>	Dr. Lois M. Peterson
<b>Email Address</b>	lpeterson@vistadelmarunion.com
<b>District Website Address</b>	<a href="https://vista-vdm-ca.schoolloop.com/">https://vista-vdm-ca.schoolloop.com/</a>

## 2021-22 School Overview

Vista Del Mar Union School District, established in 1926, is a single school district located in an unincorporated area of Gaviota, CA approximately 30 miles north of Santa Barbara in the beautiful scenic central coast. The Vista Del Mar School District stretches along the coastline serving students and families from El Capitan to Hollister Ranch, up to Las Cruces and along the coast to Point Concepcion. Open enrollment is available for neighboring communities through an application process.

An historic cornerstone of the community, Vista de las Cruces School, nestled among the mountains and twisting sycamore and oak trees, lies at the junction of Highways 1 and 101 in Gaviota. The school is the only community center in a far-flung area of mostly farms and ranches, and it doesn't take long to key into its magic. Vista alumni speak of their school like family--with love and an awareness of its colorful history across generations--a story still being written.

Vista de las Cruces School is embarking on its 95th year of providing high-quality education to children. By providing a small school setting with personalized attention and by helping children grow both academically and socially, the district embraces unique educational programs and projects that help students become environmentally conscientious and contributing members of this 21st century community. The school is the center for learning, meeting, and creativity. What makes Vista unique is older students helping younger ones, with language and cultural barriers being bridged through work and play. The school is proud of its comprehensive approach to education that prepares children for success throughout their educational career and supports active participation in community. This is achieved through low student-to-teacher ratios, personal attention to each student by a dedicated and talented faculty, coupled with strong support from parents and community members. The caliber of education provided by our staff of highly skilled and enthusiastic teachers gives our students strength, understanding, and compassion — values that are important in our community. Another key factor is our strong academic program that provides students with a strong base in fundamental skills and concepts while promoting critical thinking skills, problem-solving, and creativity. "Learning for Life" is the school's motto. The staff is dedicated to high academic standards, instilling the enjoyment of life-long learning and ensuring a safe and nurturing environment for all students, staff, and families by creating and maintaining a positive school climate essential to support students' academic and social emotional learning in all areas of school.

Daily the small class size environment ensures that each of our students has the time and attention he or she needs. The school implements and continuously refines an organized and articulated set of benchmark assessments to celebrate student successes, while also identifying students who may need enrichment or further intervention. Regularly parent-teacher-student conferences are scheduled to come together to create individualized learning plans to support student achievement. With a strong focus in academic literacy, we also believe that students benefit from development in the arts, world language, and physical education. Students begin the day with a focus on character education with an emphasis on citizenship skills to develop as a well-rounded youth exemplifying positive character traits. The master schedule includes dedicated time for a whole-school visual and performing arts program on Friday afternoons which continues into an after-school program led by specialists who are graduates of Columbia College in Chicago. In our one-to-one device initiative, each student in TK through grade one are assigned an iPad, and students in grades 2 through middle school are assigned their own chrome book. Our physical education teacher works daily with students to support healthy living and sportsmanship and the Spanish teacher works with students to encourage cultural awareness and support language acquisition. All teachers design lessons that are engaging and promote project-based learning. With talented and creative teachers, students are challenged to make inquiry and develop higher order thinking skills. Beginning in grade 4 through middle school, students are engaged 3 hours a week in a project-based film making class to further their literacy skills. Numerous field trips bring an outdoor learning environment to real-life experiences and allows students to make connections between classroom discussions and the real world. It is important that all students are critical thinkers, responsible citizens, and cultivate a passion for learning while respecting the strengths of their friends and the unique qualities of the entire student body to attain its highest potential.

The mission of Vista de Las Cruces, a collaborative, historically rich community, is to guarantee students a safe and positive environment from which they will emerge as well-rounded, forward-thinking citizens.

## 2021-22 School Overview

### VISION

We will be ONE. A family that learns and grows together.

### GOALS

#### Student Achievement/Performance and Learning

We will provide and support engaging, high quality instruction, which promotes active learning and maximizes student achievement while creating a positive culture.

- Implementation of rigorous curriculum
- On-Line Learning
- Multi-Tiered Systems of Support (MTSS)
- Assessment & Accountability
- Spanish, Physical Education & Health
- Visual and Performing Arts

#### Whole Child Approach

We will provide inspiring, creative, healthy and safe environments that nurture imagination and compassion; foreseeing engaged, supported and challenged students.

- Social Emotional Learning
- Positive Behavior Intervention and Supports (PBIS)
- Mindfulness
- Cultural Awareness
- School Safety; COVID 19 Safety

#### District Management and Operations

We will be good stewards of our resources and pursue new avenues to support the goals of our district.

- Governance Team
- Finances
- Infrastructure (i.e. water, waste management, energy)
- Human Resources
- Facilities and Grounds

#### Communication and Engagement

We will engage stakeholders to demonstrate the commitment and dedication to the sustainable growth of the school.

- Media Forms (i.e. Webpage, Parent Square, Class DoJo, Twitter, Facebook, Newsletters)
- Committees (i.e. Vista Volunteers, Vista Foundation)
- Project Management Plans, Tasks, Outputs

### CORE VALUES

Student Focus – students come first; all students can learn at high levels

Accountability – balanced investment and allocation of resources for long-term solvency

Transparency – communication that is productive, constructive, and collaborative to inform decision making which is aligned to core values

Ethical Leadership – character and integrity as the foundation with esprit de corps to maintaining/sustaining pride, fellowship, and common loyalty shared by all

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
-------------	--------------------

## 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
---------------	-----------------------------

### 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

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

## 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

## 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	
<b>Local Assignment Options</b>	
<b>Total Out-of-Field Teachers</b>	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Under California law, the State Board of Education reviews and adopts textbooks and other instructional materials meeting specific quality standards. The Board of Trustees holds a public meeting each year, in September, to attest to the sufficiency of textbooks and other instructional materials. The district has affirmed that each classroom has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks, and other instructional materials are a major component of the school's instructional program. During the 2020-21 school year, Vista de Las Cruces School faculty carefully reviewed and selected textbooks and materials through a comprehensive process that included identifying grade level priority standards. All textbooks and instructional materials used in the Vista Del Mar Union School District are aligned with the California Content Standards and Framework. Each student in the classroom has access to their own copy of the Standards aligned textbooks and instructional materials for use in the classroom and to take home.

**Year and month in which the data were collected**

August, 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Writer's Workshop from the Teachers College at Columbia University Grades TK - Middle School McGraw Hill Wonders TK-3 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbooks: 0%	Yes	0
<b>Mathematics</b>	Bridges; Math Learning Center Grades TK- 5, McGraw Hill Illustrative Math Grade 6 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbooks: 0%	Yes	0



<b>Science</b>	Teacher Curriculum Institute (TCI) Grades TK - Middle School The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbooks: 0%	Yes	0
<b>History-Social Science</b>	Teacher Curriculum Institute (TCI) Grades TK - Middle School The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbooks: 0%	Yes	0
<b>Foreign Language</b>			
<b>Health</b>			
<b>Visual and Performing Arts</b>			
<b>Science Laboratory Equipment</b> (grades 9-12)			

## School Facility Conditions and Planned Improvements

The school was built in 1992 and designed to serve K through 8 students in small classes in unique, flexible, well equipped, non institutional feeling classrooms. Each classroom has its own private patio/outdoor project area as well as direct access to immediately adjacent landscaped courtyard with lawn, seating, and instructional aids. All classrooms are equipped with up to date technology equipment. The lower level classrooms, kindergarten, and library are to the left (east) of the main central entrance plaza and central multipurpose complex (music rooms, kitchens, etc.) while the upper level classes are located to the right (west) of the entrance along with the administration building. The plaza centers on the main entrance to the multipurpose building and is flanked on the left by a separate public entrance to the library and on the right by the main administration building entrance. This plaza is fronted by a full width grand stair ascending from parking and bus loading area below. The centered main entry to the multipurpose/auditorium building is intentionally reminiscent of that at the old Gaviota school. This plaza and its defining buildings provide a sense of friendly formality and casual comfort and well being seldom experienced these days. A second but important functional design objective is to facilitate the school's use as a community center when school is not in session. The school is located along San Julian Road inside of the Gaviota State Park.

A safe, attractive and motivating learning environment is a priority for the Vista de Las Cruces campus. This is made possible by the work of the custodial/maintenance person, a full-time executive assistant in the office, community volunteers, and the involvement of the district with the County Safety Committee.

The most recent Facilities Inspection Tool was completed January 4, 2022. Dedicated and a regular maintenance schedule to ensure the school and the campus is clean, safe, and functional. Projects completed include:

- 1) A comprehensive team effort provided by the Santa Barbara County Fire Prevention Department was organized to thin dense vegetation and removed dry brush, flammable vegetation and combustible growth along San Julian Road.
- 2) Construction of a gravity design dry well seepage pit that meets County guidelines for the Waste Management System.
- 3) Near completion of the PV Array and interconnection with PG&E for the solar panels.
- 4) Interior painting (i.e. classrooms, restrooms office, library)
- 5) Carpet and floor replacement in scheduled classroom(s) and house property.
- 7) Deep cleaning of classrooms, restrooms, kitchen, etc. (i.e. carpet, floors, windows, desks)
- 8) Seeding, fertilizer and irrigation of courtyard and recreational field.
- 10) Proper Protective Equipment (PPE), sanitization, equipment, filters and safety measures outlined by COVID-19 guidelines.
- 11) Tree trimming and maintaining control of overgrown brush.
- 12) Preventive maintenance

**Year and month of the most recent FIT report**

1/4/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
------------------	-----------	-----------	-----------	---

## School Facility Conditions and Planned Improvements

<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer		X		In 2017, the waste water treatment plan did not meet standards. During the 2020-21 school year, approval for the completion of gravity designed seepage pits to meet County guidelines and requirements was achieved. Construction of the approved plan began in November of 2021 and scheduled to be completed March, 2022.
<b>Interior:</b> Interior Surfaces	X			Classrooms, restrooms, library, office, and staff work room have been re-painted. New carpet installed in multiple classrooms.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			LED lighting installed in multiple classrooms.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			All restrooms have been repainted.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Playground equipment and playfield are under review for improvement and replacement.

## 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).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A		N/A		N/A	

## 2020-21 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. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

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

## 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.

### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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.

### 2021-22 Opportunities for Parental Involvement

Vista de Las Cruces School parents and community members are an integral partner in the education of the students. Positive synergy and pride for the school as the community center accentuates the level of commitment and engagement for the school's success.

Our community continues to focus on what's truly important--loving and caring for one another! We are ONE, A Family that Learns and Grows Together. Vista de Las Cruces success is based on a strong trusting relationship amongst its teachers and staff with the community. Empathy is a part of our culture. We celebrate students' birthdays, family interests and hobbies, and showcase to celebrate student achievements. We come together to celebrate success or deliver a package to serve our students needs. This genuine passion at Vista de Las Cruces fosters a family-like atmosphere where each individual is valued and respected. The students see this love modeled by staff and parents, and it becomes a part of their school experience. Vista de Las Cruces School will continue to thrive. The committed team of classroom teachers, support staff, parents, community, and principal truly care about each individual student. The students will continue to feel loved from the moment they join 'zoom' during this pandemic and when they step on campus, greeted with genuine enthusiasm by the Principal, teachers, and support staff. All students will feel that they are surrounded to ensured success.

Parents and staff work together in the development of all school and district governance plans including the Learning Continuity & Attendance Plan; the Single Plan for Student Achievement (SPSA); the Local Control and Accountability Plan (LCAP), the School Accountability Report Card (SARC) and the School Safety Plan.

Parents are invited to joined the Vista Volunteers. The Vista Volunteers are active and engaging parents who meet monthly to plan and sponsor fund-raising events and fun activities for students. Money generated by the Vista Volunteers supports field trips, Earth Day, Move-A-Thon, Thanksgiving Feast, Book Fair, and holiday events throughout the school year.

Vista Foundation, a 501(c)(3) nonprofit organization, includes parents of children and community members. Their active outreach to support Vista and its revitalization includes resources to support additional programs (i.e. music and theater) and campus projects such as a new playground structure and playfield.



## 2021-22 Opportunities for Parental Involvement

In addition, Vista de Las Cruces community members and parents have volunteered time and time again to keep the district's website updated, participate in campus maintenance activities and hands-on maintenance projects to enhance the classroom learning environment.

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

## 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 and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>						
<b>Expulsions</b>						

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>			
<b>Expulsions</b>			

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>		
<b>Female</b>		
<b>Male</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Black or African American</b>		
<b>Filipino</b>		
<b>Hispanic or Latino</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>Two or More Races</b>		
<b>White</b>		
<b>English Learners</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students Receiving Migrant Education Services</b>		
<b>Students with Disabilities</b>		

## 2021-22 School Safety Plan

The administration, staff, and parents of Vista de Las Cruces School recognize that all stakeholders in the school community are fully committed to a safe and secure campus. All staff are fully committed to ensuring school safety and to creating a positive learning environment that teaches positive life values and emphasizes high expectations for student achievement, responsible behavior, and respect for others. School-wide expectations are reviewed with students in order to clarify expectations and make modifications as necessary. Morning and weekly assemblies, and ongoing recognition of good behavior, citizenship are established practices at Vista de Las Cruces School. With a school-wide focus on attendance, perfect attendance is acknowledged each trimester as part of student celebrations. Student of the Week certificates of achievement in academics and citizenship are also awarded.

School staff members are trained in CPR and first aid.. Required training for staff, students and parents related to increase response readiness as related to COVID-19 is ongoing. All classrooms are equipped with First Aid kit.

The Comprehensive Safe School Plan is reviewed and updated on an annual basis, each January.. The plan is developed in consultation with local law enforcement, park rangers, fire department, and staff to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff a means of ensuring a safe and orderly learning environment. The plan includes policies, rules and procedures for all aspects of maintaining a safe school for students and adults. The plan also includes disaster and emergency procedures for earthquakes, fire, bomb threats, intruders, wildfires, floods, and toxic spills. Also, the plan includes policies related to suspension and expulsion; notification to teachers; sexual harassment policy; safe ingress and egress of pupils, parents, and school employees.

## 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.

## 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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				
1				
2				
3				
4				
5				
6				

### 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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				
1				
2				
3				
4				
5				
6				

### 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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				
1				
2				
3				
4				
5				
6				

### 2020-21 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	

## 2020-21 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.

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

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	18051	10851	16896	\$66,086
District	N/A	N/A	16896	
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
Percent Difference - School Site and State	N/A	N/A	74.2	-7.8

## 2020-21 Types of Services Funded

In addition to general state funding including regular receipt of the Mandated Block Grant and select annual one-time state allocations based on Average Daily Attendance, Vista Del Mar Union School District receives state and federal funding for the following categorical, special education, and support programs:

- Title I, Part A
- Title II, Part A
- Title IV, Part A
- E-Rate for technology infrastructure subsidies and hardware/software implementation
- Special Education
- State Lottery Revenue
- MTSS-SUMS Grant
- Continuous School Improvement Grant

Rural Education Achievement Program

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		



## Professional Development

Vista Del Mar Union School District values the importance of ongoing professional development. A major focus has been the development of core content priority standards and a systemic approach to teaching and learning and the use of formative assessments to monitor and adjust instruction on a daily basis.

- Four (4) all day in-service days are provided by the District to support the implementation of student-centered assessments for literacy (reading, writing, speaking and listening skills) development.
- English Language Arts: Twelve (12) sessions for 1:1 coaching, demonstration lessons, and feedback scheduled throughout the school year in partnership with Literacy Partners and Solution Tree for training teachers with Lucy Calkins Writing Workshop model, and reading student-centered assessments aligned to grade level standards.
- The District is focused on implementing Bridges mathematics. Due to the pandemic, virtual professional development series were scheduled for TK-grade 5 teachers.
- Friday afternoons are early release of students and the time is dedicated to provide professional learning community and academic achievement team discussions utilized data and evidence of student work with an emphasis on student achievement.
- Weekly 1:1 Induction coaching are scheduled for one hour for an intern teacher and a first-year teacher in the Induction Program.
- K through grade 3 have common 45-minute prep time for planning and discussing assessment results.
- Teachers have 4 - 45 minute prep time dedicated for their lesson planning and the development of student assessments.
- In February of 2022, teachers are scheduled to attend a 3-day Rtl @ Work Institute and will travel to Austin, TX to further learn, engage and support the level of Rtl/MTSS implementation for all students at Vista.
- During the pandemic, ongoing professional development has been scheduled for all staff to implement health and safety measures. The District wrote a detailed Re-Entry Plan to address specific components as outlined by CA Public Health and the SB County Public Health Department.
- All staff required to participate in First Aid/AED training and earn a Certificate of Completion.
- Classroom observations and feedback.
- Partnerships with SB County teacher(s) made possible for teachers' interested.

Collaboration is an element of best practice. Being a collaborative team is a foundational building block and has a strong correlation between meaningful and improved student achievement. As a team, the process will include 1) clearly defining essential student learning outcomes, 2) planning for effective Tier 1 instruction, 3) assessing student learning and the effectiveness of instruction based on evidence of student work, 4) identifying students who need additional time and support as well as students in need of enrichment, and 5) planning Tier 2 supplemental interventions for students who need to master the grade level priority standard or to promote higher levels of learning, DOK levels 3 & 4. Common end-of-unit assessments for essential/priority standards are to be developed based on the team assessing cycle. Carving out time to build a high performing Professional Learning Community that includes planning for interventions and extensions to ensure high levels of learning for all students.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	