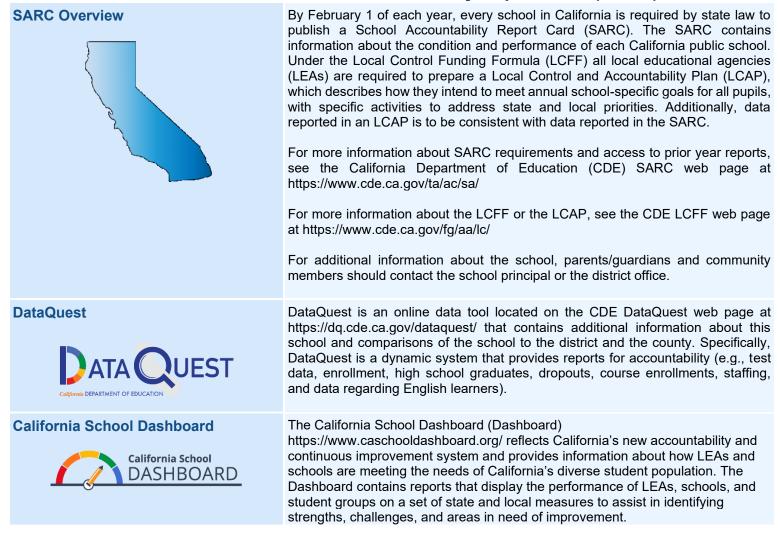# Vista La Mesa Academy
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

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.
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.

2022-23 School Contact Information

School Name	Vista La Mesa Academy
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
School Website	https://vlma.lemongrovesd.net/
County-District-School (CDS) Code	37682056038673

2022-23 District Contact Information

District Name	Lemon Grove School District
Phone Number	(619) 825-5600
Superintendent	Erica Balakian
Email Address	ebalakian@lemongrovesd.net
District Website Address	https://www.lemongrovesd.net/

2022-23 School Overview

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. Vista La Mesa Academy, 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 add to our positive, productive school environment.

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. All staff work to support our students in expressing their genius, heart, and voice to impact our school community.

Our Mission Statement--developed with teachers in 2017: At VLMA, we value learning and embrace empathy, diversity, positive relationships and collaboration leading to growth and learning. 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. In support of the mission, our vision for our cheetah scholars is that VLMA is a place where everyone has a voice and that voice impacts and

2022-23 School Overview

transforms oneself and others. We strive to cultivate the genius of our students with learning experiences that align with the foundational principles of Culturally Responsive Teaching and the instructional tenets of Culturally and Historically Responsive Teaching. Our cheetah students are diverse in all aspects of life. Despite challenges, they have developed a resiliency that allows them to be critical thinkers who are empathetic to one another at school and in the community.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	93
Grade 1	63
Grade 2	63
Grade 3	64
Grade 4	58
Grade 5	76
Grade 6	85
Grade 7	54
Grade 8	56
Total Enrollment	612

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.3
Male	48.7
American Indian or Alaska Native	1.0
Asian	8.0
Black or African American	16.7
Filipino	2.5
Hispanic or Latino	56.4
Native Hawaiian or Pacific Islander	0.8
Two or More Races	5.1
White	9.6
English Learners	28.8
Foster Youth	0.3
Homeless	1.0
Migrant	0.0
Socioeconomically Disadvantaged	59.2
Students with Disabilities	12.7

A. Conditions of Learning	State Priority: Basic

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)	27.10	90.39	124.20	85.43	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.40	1.60	0.40	0.33	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	2.30	7.97	20.70	14.23	18854.30	6.86
Total Teaching Positions	29.90	100.00	145.40	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)	22.30	89.27	127.20	83.97	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.60	1.10	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.40	1.92	3.40	2.30	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.00	8.01	3.50	2.36	11953.10	4.28
Unknown	0.20	0.80	15.50	10.27	15831.90	5.67
Total Teaching Positions	24.90	100.00	151.40	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.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.40	0.40
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.40	0.40

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	2.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	2.00

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.60	4.20
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	0.00

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	September 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-6 Benchmark Advance (2018) 7-8 Glencoe (2011)	Yes	0
Mathematics	K-8 Houghton-Mifflin Harcourt California Go Math (2014)	Yes	0
Science	K-5 Harcourt (2008) 6 Glencoe (2008) 7-8 STEMscopes (2021)	Yes	0

| History-Social Science | K-5 Houghton Mifflin (2007)
6 Glencoe (2007)
7-8 TCi (2019) | Yes | 0 |

School Facility Conditions and Planned Improvements

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. The Maintenance Department has established preventative maintenance programs, such as bi-weekly site inspections, equipment inspections and timely completion of work orders to ensure all schools are managed at an efficient operating level. All classrooms, playground areas and working spaces for students and staff satisfy building capacity requirements of the Education Code.

Year and month of the most recent FIT report				11/22/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Carpet stains and minor holes on walls scheduled to be repaired by maintenance.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		Maintenance team will repair/replace missing or broken hardware/fixtures.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes	**State Priority: Pupil Achievement**

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **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.

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	31	N/A	33	N/A	47
Mathematics (grades 3-8 and 11)	N/A	22	N/A	21	N/A	33

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	395	384	97.22	2.78	30.55
Female	199	195	97.99	2.01	31.96
Male	196	189	96.43	3.57	29.10
American Indian or Alaska Native	--	--	--	--	--
Asian	26	26	100.00	0.00	53.85
Black or African American	66	63	95.45	4.55	25.40
Filipino	--	--	--	--	--
Hispanic or Latino	231	229	99.13	0.87	25.88
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	19	14	73.68	26.32	28.57
White	36	36	100.00	0.00	55.56
English Learners	125	122	97.60	2.40	15.70
Foster Youth	0	0	0.00	0.00	0.00
Homeless	15	15	100.00	0.00	26.67
Military	83	79	95.18	4.82	41.77
Socioeconomically Disadvantaged	281	276	98.22	1.78	28.73
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	60	58	96.67	3.33	6.90

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	395	381	96.46	3.54	21.78
Female	199	194	97.49	2.51	17.53
Male	196	187	95.41	4.59	26.20
American Indian or Alaska Native	--	--	--	--	--
Asian	26	26	100.00	0.00	38.46
Black or African American	66	63	95.45	4.55	22.22
Filipino	--	--	--	--	--
Hispanic or Latino	231	227	98.27	1.73	17.18
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	19	14	73.68	26.32	14.29
White	36	35	97.22	2.78	40.00
English Learners	125	121	96.80	3.20	12.40
Foster Youth	0	0	0.00	0.00	0.00
Homeless	15	15	100.00	0.00	6.67
Military	83	78	93.98	6.02	29.49
Socioeconomically Disadvantaged	281	274	97.51	2.49	20.80
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	60	57	95.00	5.00	7.02

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.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	16.54	--	20.33	28.5	29.47

2021-22 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	137	128	93.43	6.57	16.54
Female	75	71	94.67	5.33	12.86
Male	62	57	91.94	8.06	21.05
American Indian or Alaska Native	--	--	--	--	--
Asian	12	12	100	0	33.33
Black or African American	17	16	94.12	5.88	0
Filipino	--	--	--	--	--
Hispanic or Latino	86	82	95.35	4.65	14.81
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	14	12	85.71	14.29	33.33
English Learners	47	45	95.74	4.26	4.44
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	22	21	95.45	4.55	19.05
Socioeconomically Disadvantaged	96	90	93.75	6.25	16.85
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	22	21	95.45	4.55	4.76

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.

2021-22 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.   Due to changes to the 2021-22 PFT administration, only participation results are required 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	68%	89%	89%	89%	89%
Grade 7	91%	94%	96%	94%	96%

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.

2022-23 Opportunities for Parental Involvement

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 their time by taking projects home or volunteering in our newly completed Parent Resource Room. Our Parent Teacher's Association (PTA) works to plan events that provide a sense of community to our campus and engaging families in making lasting connection with one another.

Parent involvement is greatly valued at Vista La Mesa. We currently employ a Parent Volunteer Coordinator to work with our school community to support and develop critical partnerships between our school community and our campus. We also 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 offers numerous opportunities for parents to engage in dialogue and connect with one another. Some examples are community circles, parent workshops, and advisory committees.

Vista La Mesa continues to expand our partnership with the US Armed Forces and we host several military parent events and participate in the Anchored 4 Life program which provides resources to all students while building student leadership on our campus. Please contact our Principal, Tracie Audifferen, or Micky Quach, 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.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	691	664	332	50.0
Female	363	346	174	50.3
Male	328	318	158	49.7
American Indian or Alaska Native	6	6	4	66.7
Asian	50	49	12	24.5
Black or African American	126	117	51	43.6
Filipino	20	19	12	63.2
Hispanic or Latino	381	370	214	57.8
Native Hawaiian or Pacific Islander	7	6	3	50.0
Two or More Races	32	31	12	38.7
White	69	66	24	36.4
English Learners	208	201	109	54.2
Foster Youth	2	2	0	0.0
Homeless	32	32	17	53.1
Socioeconomically Disadvantaged	483	474	255	53.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	103	100	57	57.0

C. Engagement	State Priority: School Climate

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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.45	2.03	2.45
Expulsions	0.00	0.00	0.05

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	5.64	0.00	3.34	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.64	0.00
Female	3.31	0.00
Male	8.23	0.00
American Indian or Alaska Native	0.00	0.00
Asian	8.00	0.00
Black or African American	9.52	0.00
Filipino	5.00	0.00
Hispanic or Latino	4.46	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	3.13	0.00
White	4.35	0.00
English Learners	6.73	0.00
Foster Youth	0.00	0.00
Homeless	3.13	0.00
Socioeconomically Disadvantaged	7.45	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.77	0.00

2022-23 School Safety Plan

In an effort to ensure a safe learning environment for all students, we continue to implement a valet drive thru pick-up and drop-off system. Students are monitored in the morning by credentialed staff as they enter campus, receive breakfast, and eat outside the classroom. At the end of the day, classes are organized by grade on the blacktop while administrators safely assist students to their cars using the valet drive-thru.

Another area of focus for a safe climate is our campus implementation of restorative practices. We have trained teachers in restorative circles which are utilized to help students problem solve when conflicts arise. Morning circles are implemented frequently to develop classroom climate and to support students in learning social emotional skills (utilizing SEL curriculum-Second Step and In-Control). We have a restorative practices lead teacher who has been trained and implements daily restorative practices with small groups or individual students. Our plan is to continue this training site-wide through various professional development opportunities over the course of the next two years.

Additionally, we are continuing to develop our Multi-Tiered System of Supports team. This team meets bi-monthly to discuss a variety of behavioral and instructional needs and to develop resources for supporting these needs. We have designed a tiered discipline policy to support and empower students and teachers in handling low level behaviors. The policy helps to also outline additional supports and strategies for higher level behaviors to be utilized prior to suspension. Additionally, we have implemented a tier II reading intervention plan for first through sixth grade. The support team consists of classroom teachers, intervention teacher, resource teachers, and paraprofessionals. Our MTSS team reviews data and progress at each meeting to determine effectiveness of instruction. The MTSS team supports our school-wide development by providing training during staff meetings, observing classrooms, and opening up their classrooms for observations as well.

Vista La Mesa Academy strives to provide a safe and effective learning environment for all students and staff. Our committee meets each November and December to reflect on the previous year's goals and collaborate on new goals for the upcoming school year. The goals for this school year were established by the School Safety Committee on November 29, 2022 and were approved by the School Site Council on December 14, 2022.

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.

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	22	1	3	
1	23		3	
2	18	3		
3	26		3	
4	25		3	
5	25		2	
6	59			3

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	21	2	2	
1	18	2	2	
2	16	2	2	
3	21	1	2	
4	29		3	
5	21	2	2	
6	20	2	1	
Other	10	2		

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	23	1	3	
1	21	1	2	
2	21	1	2	
3	21	1	2	
4	29		2	
5	25		3	
6	28		3	

2019-20 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28	1	4	1
Mathematics	26	2	3	1
Science	31		3	1
Social Science	31		3	1

2020-21 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	2	5	2
Mathematics	25	2	5	1
Science	27	1	4	1
Social Science	27	1	4	1

2021-22 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	2	4	
Mathematics	28		4	
Science	28		4	
Social Science	28		4	

2021-22 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	0

2021-22 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	2.0
Social Worker	1.0
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	9.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	7190.27	1408.66	5781.61	71976.05
District	N/A	N/A	11970.72	$78,886
Percent Difference - School Site and District	N/A	N/A	-69.7	6.6
State	N/A	N/A	$6,594	$84,612
Percent Difference - School Site and State	N/A	N/A	-31.6	9.2

2021-22 Types of Services Funded

In order to help VLMA students succeed, our school offers a number of supports beyond regular classroom instruction. These supports were implemented through a combination of federal and state funds that supported students both during and beyond the school day.

These activities include:
- After school tutoring support for grades 2-8
- Small group leveled reading for grades K-6 utilizing online Benchmark Advance resources
- iReady adaptable software for grades K-8 to support reading and math
- Full-time Academic Instructional Coach to support teacher learning and growth through cycles of inquiry and co-teaching of lessons using a variety of learning engagement techniques.
- Multilingual 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.
- Additional online learning programs purchased to support classroom instruction
- Personal Math Trainer was used to reinforce skills in all classrooms K-8 as students were introduced to new content
- Heart and Sole mentoring and running program for girls in grades 4-8.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	$57,325	$51,591
Mid-Range Teacher Salary	$76,256	$79,620
Highest Teacher Salary	$108,851	$104,866
Average Principal Salary (Elementary)	$124,882	$131,473
Average Principal Salary (Middle)	$116,585	$135,064
Average Principal Salary (High)		$137,679
Superintendent Salary	$194,963	$205,661
Percent of Budget for Teacher Salaries	31%	33%
Percent of Budget for Administrative Salaries	5%	6%

Professional Development

This year, our elementary site along with two other sites in the district, have partnered with mathematical trainers to equip our teachers with instructional understanding of Cognitive Guided Instruction (CGI). Trainers work with our teachers to develop their understanding of student centered mathematical practices. Teachers received two full day in-service opportunities and four additional half day professional development. This redesign of mathematical instruction will be supported for the next two years as we grow the pedagogical practices of our teachers.

To address these many changes, professional development at the district and site level has addressed areas based upon state and district assessment data showing needs; as well as equity for all students. Site level 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. Listed are a few of the main content areas focused on for the 2022-2023 Professional Development cycles:

- New Teacher Orientations are provided each year to support new educators to become acclimated with the systems, curriculum, and district expectations.
- 2 Elementary teachers are piloting a variety of Science textbooks for upcoming adoptions
- 2 Elementary teachers are piloting a variety of Social Studies textbooks for upcoming adoptions
- Grades TK-6 ELA and Math: professional development through a full time Instructional Coach to support the implementation of student driven coaching cycles focused on areas of need.
- Grades TK-6 Collaborative Time for Teacher Development: the district supports the Art, Science and Physical Education (AMPS) program to release grade level teams for 150 minutes, 1-2 times per month for planning and development in all subject areas.
- Culturally and Historically relevant teaching and learning has been a continued site focus for professional development (2020-ongoing).
- District led Universal Design for Learning to support instructional strategies for all learners continues to be a district focus for all teachers (2020-ongoing).
- Co-teaching model focus for RSP teachers and general education teachers
- Grades 7-8: Collaboration with subject matter teachers across the district (monthly)
- iReady Data Cycles: Our staff PD focuses on data cycles using iReady beginning of the year and mid year data
- Quarterly site based EdLearn opportunities in the 2022-2023 school year have focused on Culturally Responsive Pedagogy and equity practices.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	68	94	99