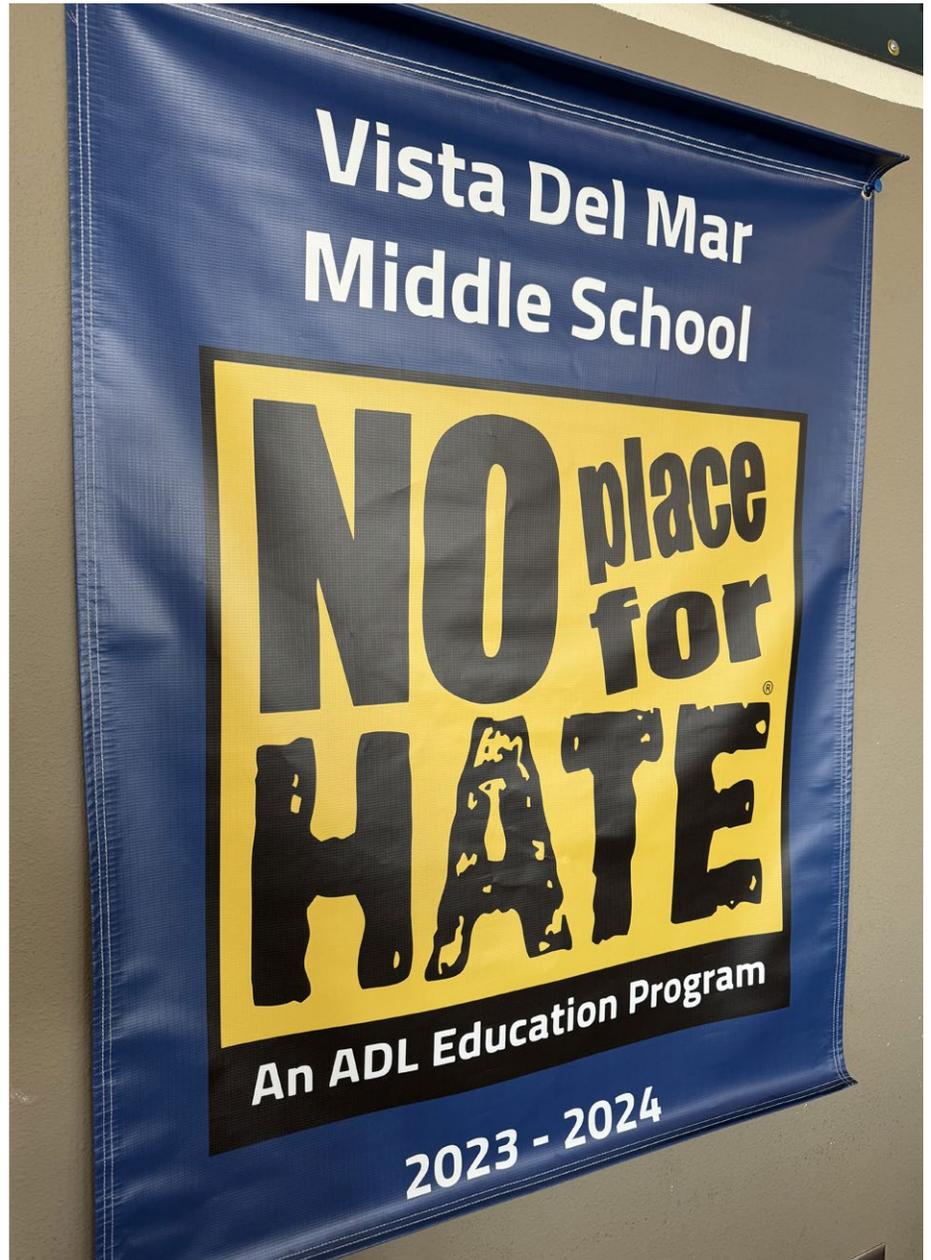




SARC

2023-24

School Accountability
Report Card
Published in 2024-25



Vista Del Mar Middle School

Grades 6-8
CDS Code 37-68379-0137737

Irene Herrera-Cevallos, Principal
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<https://www.sysdschools.org/site/Default.aspx?PageID=190m>



VDM Students are College Bound!



Principal's Message

Vista Del Mar Middle School is located on top of a hill with a breathtaking 180-degree ocean and city view. We have a beautiful campus with a small diverse student body. We are the best-kept secret in the South Bay! Our small size allows us to meet the individual needs of our students. The varied levels of instruction provide a framework to challenge advanced students and support those who are struggling while creating a solid classroom experience for students learning at grade level. Our teaching and learning are focused on meeting and exceeding the Common Core State Standards for every child. As we grow, we will continue to provide a safe and supportive learning environment. We are committed to creating an atmosphere that empowers students to become lifelong learners in a diverse community.

School Mission Statement

Vista Del Mar Middle School provides students the opportunity to achieve, contribute and strive for excellence.

School Vision Statement

The vision of Vista Del Mar Middle School is to ensure a safe, supportive environment so that all students can reach their full potential. We are committed to providing a rigorous standards-based instructional program that engages students and prepares them to be successful in the path for college and career readiness for the 21st century.

Parental Involvement

At Vista Del Mar Middle School, our parents have the opportunity to serve on our School Site Council and English Language Advisory Committee, as well as participate in Coffee with the Principal, and various parent workshops such as Parent Institute of Quality Education (PIQE). Any parents interested in becoming involved at our school may contact our Outreach Consultant Ms. Nirvana Bustos at (619) 661-6753 ext. 3988.

School Safety

The district developed a Comprehensive School Safety Plan in order to comply with Senate Bill 187 of 1997. The plan provides students and staff means to ensure a safe and orderly learning environment. Key elements of the Comprehensive School Safety Plan include child-abuse reporting procedures, teacher notification of dangerous-pupils procedures, disaster-response procedures, procedures for safe entering to and exiting from school, sexual harassment policy, suspension and expulsion policies, dress code and discipline policies.

Vista Del Mar Middle School has fire drills, earthquake drills and lockdown drills. We have a Safety Committee that continually works on preparing for any situation that might come our way. School staff, campus aides, and campus security are on duty before, during and after school. The district office has provided us with clear instructions on suspension and expulsion policies. The school safety plan was last reviewed, updated and discussed with the school faculty in November 2024.



School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

District Mission Statement

The mission of the San Ysidro School District:

Quality education and opportunity for all students to succeed.

District Vision Statement

The San Ysidro School District, in partnership with our teachers and community, is committed to providing a high-quality, multicultural learning environment that promotes academic excellence, social responsibility, and physical and emotional well-being for all students.

School Board

- Zenaida Rosario, President
- Antonio Martinez, Vice President
- Irene Lopez, Clerk
- Martin Arias, Member
- Kenia Peraza, Member

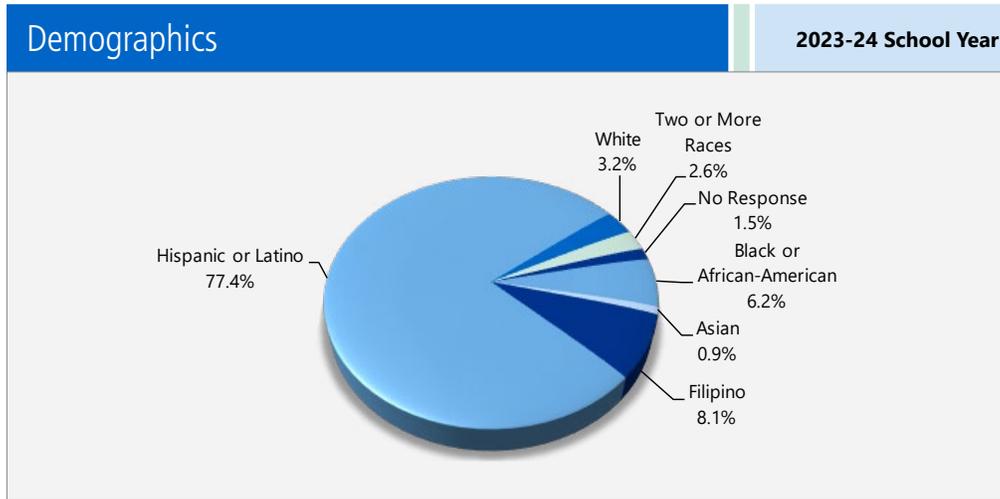


Go Sharks!



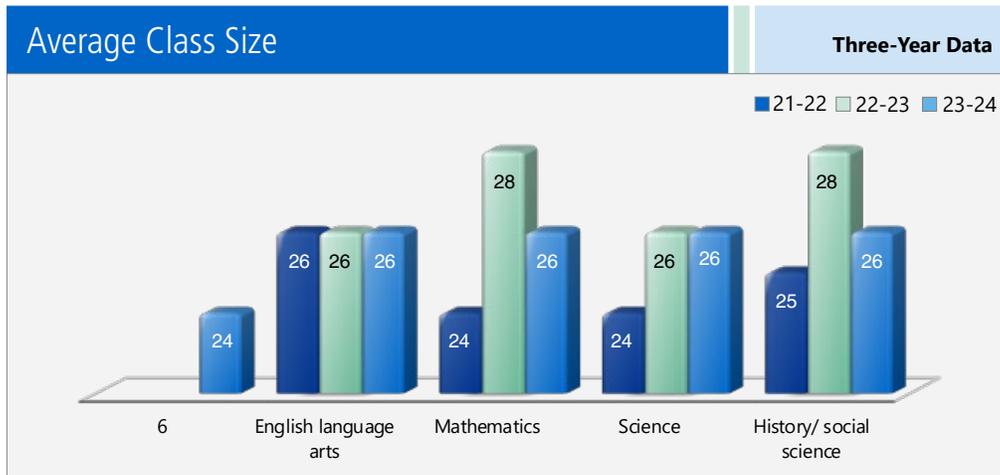
Enrollment by Student Group

The total enrollment at the school was 531 students for the 2023-24 school year. The pie chart displays the percentage of students enrolled in each group.



Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms 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.



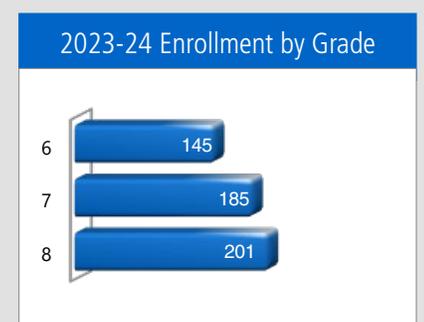
Grade	2021-22			2022-23			2023-24		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
6							1	5	
Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts	4	12	2	4	6		4	10	1
Mathematics	6	14		1	12		4	12	
Science	6	11	1	3	11		3	12	
History/social science	6	12	1	1	12		4	10	1

Enrollment by Student Group

Female	53.30%
Male	46.50%
Non-Binary	0.20%
English learners	19.80%
Foster youth	0.00%
Homeless	11.50%
Migrant	0.20%
Socioeconomically Disadvantaged	39.50%
Students with Disabilities	14.70%

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2023-24 school year.





Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively. Note: Students are only counted one time, regardless of the number of suspensions.

Suspensions and Expulsions							Three-Year Data		
	Vista Del Mar MS			San Ysidro SD			California		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Suspension rates	2.80%	4.20%	2.30%	2.50%	3.00%	3.10%	3.20%	3.60%	3.30%
Expulsion rates	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%



Professional Development

All curriculum and instructional improvement activities at San Ysidro School District are aligned to the California Common Core State Standards and frameworks. The district professional-development program provides opportunities for teachers and support staff to implement the district's core curriculum for all students, update subject-area expertise, use data to plan instructional improvement strategies and acquire new instructional strategies for use in the classroom. Additionally, teachers and support staff have the opportunity to participate in conferences, districtwide professional development throughout the year focusing on Common Core State Standards implementation and specific training to support English language learners and students with special needs.

At the site level each year, targeted professional-improvement activities are provided for teachers and support staff that reflect the specific school goals and objectives reflected in the school site plan such as: Professional Learning Community (PLC); Grade Level Collaborations as well as various conferences and workshops, such as Association of California School Administrators (ACSA) Leadership Summit, Project GLAD training, AVID Institutes, CABE Summer Institute, CABE Dual Language Teacher Academy, Universal Design for Learning Sessions, WRITE Foundations Trainings, Middle School Math Trainings from San Diego County Office of Education, TK-2 Math Training Sessions from Emily Stewart, as well as training sessions for the newly adopted instructional materials (Twig Science, and Savvas, CA History Social Science myWorld Interactive).

Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group		2023-24 School Year	
Student Group	Suspensions Rate	Expulsions Rate	
All Students	2.30%	0.00%	
Female	2.00%	0.00%	
Male	2.20%	0.00%	
Non-Binary	0.00%	0.00%	
American Indian or Alaska Native	0.00%	0.00%	
Asian	0.00%	0.00%	
Black or African American	5.10%	0.00%	
Filipino	0.00%	0.00%	
Hispanic or Latino	2.30%	0.00%	
Native Hawaiian or Pacific Islander	0.00%	0.00%	
Two or More Races	0.00%	0.00%	
White	5.60%	0.00%	
English Learners	2.50%	0.00%	
Foster Youth	0.00%	0.00%	
Homeless	4.30%	0.00%	
Socioeconomically Disadvantaged	2.20%	0.00%	
Students Receiving Migrant Education Services	0.00%	0.00%	
Students with Disabilities	5.40%	0.00%	

Professional Development Days

	Number of school days dedicated to staff development and continuous improvement
2022-23	125
2023-24	130
2024-25	130



California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students participating in each of the five fitness components for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test					2023-24 School Year
Percentage of Students Participating In Each Of The Five Fitness Components					
Grade	Component 1:	Component 2:	Component 3:	Component 4:	Component 5:
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
7	68.3%	68.8%	69.3%	68.3%	69.3%



Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group					2023-24 School Year
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate	
All Students	569	563	97	17.20%	
Female	300	297	51	17.20%	
Male	268	265	45	17.00%	
Non-Binary	0	0	0	0.00%	
American Indian or Alaska Native	0	0	0	0.00%	
Asian	0	0	0	0.00%	
Black or African American	39	38	4	10.50%	
Filipino	44	44	2	4.50%	
Hispanic or Latino	437	432	85	19.70%	
Native Hawaiian or Pacific Islander	0	0	0	0.00%	
Two or More Races	16	16	4	25.00%	
White	18	18	2	11.10%	
English Learners	120	118	29	24.60%	
Foster Youth	0	0	0	0.00%	
Homeless	70	68	19	27.90%	
Socioeconomically Disadvantaged	321	316	67	21.20%	
Students Receiving Migrant Education Services	0	0	0	0.00%	
Students with Disabilities	92	91	27	29.70%	

Types of Services Funded

San Ysidro School District received state and federal funding for the following categorical, special education and support programs:

Federal funds

- Every Student Success Act (ESSA): Title I, Part A
- Special Ed: IDEA Basic Local Assistance Entitlement, Part B, Section 611
- Special Ed: IDEA Preschool Grants, Part B, Sec 619
- Special Ed: IDEA Mental Health Allocation Plan, Part B, Sec 611
- Special Ed: IDEA Preschool Staff Development, Part B, Sec 619
- ESSA: Title II, Part A, Supporting Effective Instruction
- ESSA: Title III, Limited English Proficiency (LEP) Student Program
- ESSA: Title IV, Part A, Student Support and Academic Enrichment Grants
- ESSA: Education for Homeless Children and Youth, Subtitle VII-B McKinney-Vento Act
- Elementary and Secondary School Emergency Relief (ESSER) Fund

State funds

- Lottery Unrestricted
- Lottery Instructional Materials
- Local Control Funding Formula
- Education Protection Account
- Expanded Learning Opportunities Program (ELOP)
- Expanded Learning Opportunities Grant
- Educator Effectiveness Block Grant
- Special Education: Assembly Bill (AB) 602
- Special Education: Learning Recovery Support
- Special Education: State Mental Health Services
- Special Education: Early Intervention Preschool Grant
- After School Education and Safety (ASES) programs



Statewide Assessments

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:

- Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade 10, 11 or 12).



CAASPP Test Results in Science for All Students

The table below shows the percent of students meeting or exceeding the State standard on the CAASPP—California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for grades 5, 8 and once in high school (i.e., grade 10, 11 or 12).

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
Subject	Vista Del Mar MS		San Ysidro SD		California	
	22-23	23-24	22-23	23-24	22-23	23-24
Science	20.81%	19.90%	18.22%	18.53%	30.29%	30.73%

CAASPP by Student Group: Science, English Language Arts and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in science, English language arts/literacy and mathematics for the school by student groups.

The "percentage 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 on the CAA divided by the total number of students who participated in both assessments.

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

CAASPP Test Results in ELA and Mathematics for All Students

The table below shows the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades 3-8 and 11.

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
Subject	Vista Del Mar MS		San Ysidro SD		California	
	22-23	23-24	22-23	23-24	22-23	23-24
English language arts/literacy	49%	52%	35%	35%	46%	47%
Mathematics	26%	33%	24%	26%	34%	35%



CAASPP Test Results by Student Group: Science (grade 8)

Percentage of Students Meeting or Exceeding State Standard					2023-24 School Year
Science					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	201	196	97.51%	2.49%	19.90%
Female	102	100	98.04%	1.96%	17.00%
Male	98	96	97.96%	2.04%	22.92%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	12	11	91.67%	8.33%	18.18%
Filipino	11	11	100.00%	0.00%	45.45%
Hispanic or Latino	159	155	97.48%	2.52%	15.48%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	14	14	100.00%	0.00%	50.00%
White	❖	❖	❖	❖	❖
English Learners	29	28	96.55%	3.45%	0.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	21	21	100.00%	0.00%	14.29%
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	109	107	98.17%	1.83%	14.95%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	30	29	96.67%	3.33%	13.79%

❖ Scores are not shown 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.





CAASPP Test Results by Student Group: English Language Arts (grades 6-8)

Percentage of Students Meeting or Exceeding State Standard					2023-24 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	535	525	98.13%	1.87%	51.62%
Female	279	275	98.57%	1.43%	54.18%
Male	255	250	98.04%	1.96%	48.80%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	38	38	100.00%	0.00%	68.42%
Filipino	41	40	97.56%	2.44%	82.50%
Hispanic or Latino	410	401	97.80%	2.20%	45.89%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	23	23	100.00%	0.00%	69.57%
White	18	18	100.00%	0.00%	61.11%
English Learners	105	100	95.24%	4.76%	4.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	55	52	94.55%	5.45%	42.31%
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	297	291	97.98%	2.02%	42.96%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	87	84	96.55%	3.45%	14.29%

❖ Scores are not shown 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.

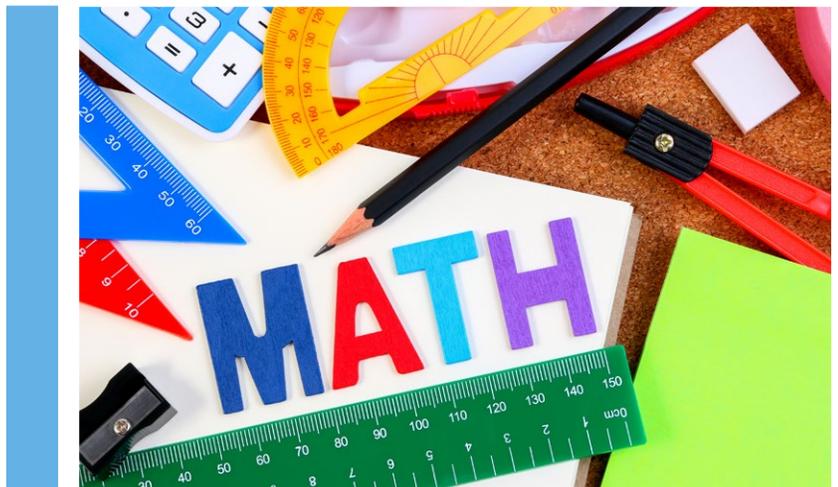
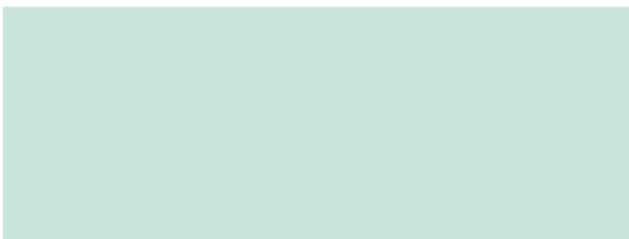




CAASPP Test Results by Student Group: Mathematics (grades 6-8)

Percentage of Students Meeting or Exceeding State Standard					2023-24 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	535	527	98.50%	1.50%	33.08%
Female	279	275	98.57%	1.43%	32.48%
Male	255	252	98.82%	1.18%	33.73%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	38	38	100.00%	0.00%	39.47%
Filipino	41	40	97.56%	2.44%	67.50%
Hispanic or Latino	410	404	98.54%	1.46%	27.72%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	23	22	95.65%	4.35%	36.36%
White	18	18	100.00%	0.00%	58.82%
English Learners	105	103	98.10%	1.90%	6.80%
Foster Youth	❖	❖	❖	❖	❖
Homeless	55	53	96.36%	3.64%	24.53%
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	297	291	97.98%	2.02%	28.28%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	87	83	95.40%	4.60%	7.23%

❖ Scores are not shown 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.





Textbooks and Instructional Materials

San Ysidro School District held a public hearing on September 12, 2024, determining sufficiency of instructional materials at all schools within the district. All schools were found to have sufficient and good-quality textbooks, instructional materials or science lab equipment pursuant to the settlement of Williams v. the State of California.

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 supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. All teachers review materials approved for use by the state, and a recommendation is made to the board of trustees by a selection committee composed of teachers and administrators.

Textbooks and Instructional Materials List		2024-25 School Year
Subject	Textbook	Adopted
Reading/language arts	Benchmark Advance (6)	2023
Reading/language arts	Benchmark Steps to Advance (6 SDC)	2018
Reading/Language Arts	Amplify ELA + ELD (7-8)	2018
English Language Development	Benchmark Advance: Asset-Based Access to English-Express (6)	2023
English Language Development	Amplify ELA + ELD (7-8)	2018
Mathematics	SpringBoard, College Board (6-8)	2017
Science/Health	McGraw Hill CA Inspire Science (6-8) and Spanish for Dual Language (6)	2023
History/Social Science	CA History Social Science myWorld Interactive Secondary, Savvas/Pearson (6) and Spanish for Dual Language	2024
History/Social Science	Impact CA Social Science, McGraw Hill (7-8)	2023
Spanish (Elective)	Senderos, Vista Higher Learning (7-8)	2024

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks		2024-25 School Year
Criteria	Yes/No	
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes	

Public 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.

⚡ Not applicable.

Availability of Textbooks and Instructional Materials

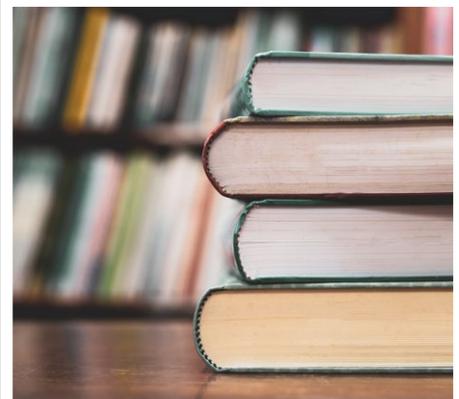
The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	
2024-25 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	⚡
Foreign language	0%
Health	⚡

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	
2024-25 School Year	
Data collection date	9/12/2024





School Facility Good Repair Status

The table shows the results of the school’s most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility’s good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status		2024-25 School Year
Items Inspected	Repair Status	
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good	
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Fair	
Cleanliness: Pest/vermin control, overall cleanliness	Good	
Electrical: Electrical systems	Fair	
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good	
Safety: Fire safety, emergency systems, hazardous materials	Good	
Structural: Structural condition, roofs	Good	
External: Windows/doors/gates/fences, playgrounds/school grounds	Good	
Overall summary of facility conditions	Good	
Date of the most recent FIT report	10/23/2024	

School Facilities

Vista Del Mar Middle School provides a safe, clean environment for students and staff. Vista Del Mar opened on July 25, 2012, and consists of 24 classrooms, a library/media computer lab, music room, multipurpose room and cafeteria. There are plenty of spaces to support student learning. We have a large blacktop and field for exercise and outdoor play.

Vista Del Mar has two full-time custodians and one part-time custodian. We follow the district system “School Dude” to re-porrt repairs needed on campus. The custodial staff routinely examine the campus for needed repairs and cleans the campus daily. The principal meets monthly with the Director of Maintenance, Operations, Transportation and Facilities to walk the campus and address any concerns.

Students are supervised before, during, and after school by campus aides and administration. We have used our site funds to have extra campus aides to monitor the bathrooms throughout the day.

Our upper and lower play area was renovated to remove old play equipment that was not age appropriate. This allowed for three basketball courts to be added which also have multipurpose function as volleyball and tennis courts. The upper play area has two tetherball courts, a foursquare court and one of the play structures will be upgraded at a later date. General Bond money was used for these upgrades.

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item’s repair status, all deficiencies are listed. For all items inspected that were found to not be in “good repair,” a work-order has been created and maintenance will be done before the end of the 2024-25 school year. Maintenance items will be prioritized so that student safety is not compromised.

Deficiencies and Repairs		2024-25 School Year
Items Inspected	Deficiencies and Action Taken or Planned	
Interior	Boys RR (Top) & Girls RR (Bottom): Deficiency not listed; Girls RR (Top) & Boys RR (Bottom): Graffiti.	
Electrical	Rooms 507 & 501: Lights burned out.	



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.



“We are the best-kept secret in the South Bay!”



Teacher Preparation and Placement

These tables display the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teacher Preparation and Placement					2020-21 School Year	
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)	17.6	90.7%	171.8	93.1%	228,366.1	83.1%
Intern Credential Holders Properly Assigned	0.0	0.0%	0.0	0.0%	4,205.9	1.5%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.2	1.0%	1.1	0.6%	11,216.7	4.1%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.6	3.1%	0.8	0.4%	12,115.8	4.4%
Unknown	1.0	5.1%	10.7	5.8%	18,854.3	6.9%
Total Teaching Positions	19.5	100.0%	184.5	100.0%	274,759.1	100.0%

Teacher Preparation and Placement					2021-22 School Year	
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)	19.3	85.8%	181.6	92.2%	234,405.2	84.0%
Intern Credential Holders Properly Assigned	0.0	0.0%	1.0	0.5%	4,853.0	1.7%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.2	9.8%	11.1	5.6%	12,001.5	4.3%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	0.2	0.1%	11,953.1	4.3%
Unknown	1.0	4.4%	3.0	1.6%	15,831.9	5.7%
Total Teaching Positions	22.5	100.0%	197.0	100.0%	279,044.8	100.0%

Teacher Preparation and Placement					2022-23 School Year	
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)	24.7	88.6%	179.9	90.8%	231,142.4	83.2%
Intern Credential Holders Properly Assigned	1.0	3.6%	2.0	1.0%	5,566.4	2.0%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0%	9.3	4.7%	14,938.3	5.4%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	0.2	0.1%	11,746.9	4.2%
Unknown	2.2	7.9%	6.5	3.3%	14,303.8	5.2%
Total Teaching Positions	27.9	100.0%	198.1	100.0%	277,697.8	100.0%

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

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsupdfdash201.asp>.

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



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

This table displays the number of authorization/assignments of teachers with permits and waivers; misassignments; and vacant positions. For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teachers Without Credentials and Misassignments		Three-Year Data		
Authorization/Assignment	2020-21	2021-22	2022-23	
Permits and Waiver	0.0	0.0	0.0	
Misassignments	0.2	2.2	0.0	
Vacant Positions	0.0	0.0	0.0	
Total Teachers Without Credentials and Misassignments	0.2	2.2	0.0	



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

This table displays the number of credentialed teachers authorized on a permit or waiver and local assignment options. For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at <https://www.ctc.ca.gov/credentials/manuals>.

Credentialed Teachers Assigned Out-of-Field		Three-Year Data		
Indicator	2020-21	2021-22	2022-23	
Credentialed Teachers Authorized on a Permit or Waiver	0.0	0.0	0.0	
Local Assignment Options	0.6	0.0	0.0	
Total Out-of-Field Teachers	0.6	0.0	0.0	

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Ratio of Pupils to Academic Counselors and School Support Staff Data	
2023-24 School Year	
	Ratio
Pupils to Academic counselors	531:1
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	1.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	1.00
Psychologist	1.00
Social worker	0.71*
Nurse	0.14**
Speech/language/hearing specialist	1.00
Resource specialist (nonteaching)	0.00

* 5 Social Workers for the District to support students with mental health programs and provide Educationally Related Mental Health Services.

** 1 District Nurse to oversee all schools and is available for all students.

Class Assignments

This table displays the percentage of misassignments of English learners and teachers with no credential, permit or authorization to teach. Misassignment and vacant teacher position data should be available in the district's personnel office.

Class Assignments		Three-Year Data		
Indicator	2020-21	2021-22	2022-23	
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.1%	10.7%	0.0%	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0%	0.0%	0.0%	

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsup-dflash201.asp>.

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



Financial Data

The financial data displayed in this SARC is from the 2022-23 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data	2022-23 Fiscal Year	
	San Ysidro SD	Similar Sized District
Beginning teacher salary	\$56,942	\$57,838
Midrange teacher salary	\$85,245	\$90,040
Highest teacher salary	\$112,613	\$118,647
Average elementary school principal salary	\$141,711	\$144,638
Average middle school principal salary	\$140,176	\$148,269
Superintendent salary	\$213,958	\$229,985
Teacher salaries: percentage of budget	33.00%	30.79%
Administrative salaries: percentage of budget	4.00%	5.71%

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison	2022-23 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Vista Del Mar MS	\$7,420	\$99,830
San Ysidro SD	\$12,683	\$105,887
California	\$10,771	\$94,129
School and district: percentage difference	-41.5%	-5.7%
School and California: percentage difference	-31.1%	+6.1%

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2022-23 Fiscal Year	
Total expenditures per pupil	\$7,593
Expenditures per pupil from restricted sources	\$174
Expenditures per pupil from unrestricted sources	\$7,420
Annual average teacher salary	\$99,830



Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

School Accountability Report Card

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1. All data accurate as of December 2024.