

Vista Condor Global Academy

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 School Contact Information

| | |
|--|---------------------------------|
| School Name | Vista Condor Global Academy |
| Street | 2609 West Fifth St |
| City, State, Zip | Santa Ana, CA 92703 |
| Phone Number | (714) 988-2719 |
| Principal | Roxanne Allessandro |
| Email Address | rallessandro@vistacharterps.org |
| School Website | www.vistacondor.org |
| Grade Span | K-5 |
| County-District-School (CDS) Code | 30-10306-0137000 |

2025-26 District Contact Information

| | |
|-------------------------|---------------------------------------|
| District Name | Orange County Department of Education |
| Phone Number | (714) 966-4000 |
| Superintendent | Dr. Stefan Bean |
| Email Address | sbean@ocde.us |
| District Website | www.ocde.us |

2025-26 School Description and Mission Statement

Our mission at Vista Vista Condor Global Academy is to create a transformative learning experience that is engaging, globally oriented, and builds a strong STEAM foundation for college and career readiness. We aim to provide a quality education for all students by focusing on both heart and mind as critical tools of student engagement in learning. Our compassionate community of global learners focuses on developing students' knowledge and skills, as well as their attitudes, behaviors, aspirations, and beliefs for success in the 21st century economy.

About this School

| 2024-25 Student Enrollment by Grade Level | |
|---|--------------------|
| Grade Level | Number of Students |
| Kindergarten | 72 |
| Grade 1 | 47 |
| Grade 2 | 48 |
| Grade 3 | 53 |
| Grade 4 | 66 |
| Grade 5 | 71 |
| Total Enrollment | 357 |

| 2024-25 Student Enrollment by Student Group | |
|---|-----------------------------|
| Student Group | Percent of Total Enrollment |
| Female | 51.5 |
| Male | 48.5 |
| Asian | 0.3 |
| Black or African American | 0.8 |
| Filipino | 0.3 |
| Hispanic or Latino | 95.8 |
| White | 2.2 |
| English Learners | 51 |
| Foster Youth | 2 |
| Homeless | 6.2 |
| Socioeconomically Disadvantaged | 97.2 |
| Students with Disabilities | 9.2 |

A. Conditions of Learning

State Priority: Basic

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

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

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) | 11 | 75.97 | 432.3 | 71.15 | 234405.2 | 84 |
| Intern Credential Holders Properly Assigned | 1.4 | 10.22 | 8.3 | 1.37 | 4853 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0 | 0 | 26.7 | 4.4 | 12001.5 | 4.3 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0 | 0 | 81.2 | 13.38 | 11953.1 | 4.28 |
| Unknown/Incomplete/NA | 2 | 13.81 | 58.9 | 9.7 | 15831.9 | 5.67 |
| Total Teaching Positions | 14.4 | 100 | 607.6 | 100 | 279044.8 | 100 |

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

2022-23 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 16.5 | 84.64 | 444.8 | 72.15 | 231142.4 | 83.24 |
| Intern Credential Holders Properly Assigned | 0 | 0 | 9.3 | 1.52 | 5566.4 | 2 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 1 | 5.12 | 47.2 | 7.66 | 14938.3 | 5.38 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0 | 0 | 75.7 | 12.29 | 11746.9 | 4.23 |
| Unknown/Incomplete/NA | 2 | 10.24 | 39.3 | 6.38 | 14303.8 | 5.15 |
| Total Teaching Positions | 19.5 | 100 | 616.5 | 100 | 277698 | 100 |

Note: The data in this table is based on 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.

2023-24 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) | 16.5 | 100 | 501 | 73.08 | 230039.4 | 100 |
| Intern Credential Holders Properly Assigned | 0 | 0 | 9 | 1.32 | 6213.8 | 2.23 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0 | 0 | 39.7 | 5.8 | 16855 | 6.04 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0 | 0 | 97 | 14.16 | 12112.8 | 4.34 |
| Unknown/Incomplete/NA | 0 | 0 | 38.6 | 5.64 | 13705.8 | 4.91 |
| Total Teaching Positions | 16.5 | 100 | 685.5 | 100 | 278927.1 | 100 |

Note: The data in this table is based on 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 | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| Permits and Waivers | 0.00 | 0 | 0 |
| Misassignments | 0.00 | 1 | 0 |
| Vacant Positions | 0.00 | 0 | 0 |
| Total Teachers Without Credentials and Misassignments | 0.00 | 1 | 0 |

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

| Indicator | 2021-22 | 2022-23 | 2023-24 |
|---|---------|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0 | 0 |
| Local Assignment Options | 0.00 | 0 | 0 |
| Total Out-of-Field Teachers | 0.00 | 0 | 0 |

Class Assignments

| Indicator | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0 | 6.2 | 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 |

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

| Year and month in which the data were collected | | October 2025 |
|---|---|--|
| Subject | List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption | Percent Students Lacking Own Assigned Copy |
| Reading/Language Arts | Sufficient textbook or instructional materials. | 0% |
| Mathematics | Sufficient textbook or instructional materials. | 0% |
| Science | Sufficient textbook or instructional materials. | 0% |
| History-Social Science | Sufficient textbook or instructional materials. | 0% |
| Foreign Language | Sufficient textbook or instructional materials. | 0% |
| Health | NA | |
| Visual and Performing Arts | Sufficient textbook or instructional materials. | 0% |
| Science Laboratory Equipment (grades 9-12) | NA | |

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

School Facility Conditions and Planned Improvements

The school facility is in great condition. The whole building is renovated recently. All major building systems are functioning properly and are in good condition (Gas, sewer, electrical, and w water).

They are maintained regularly and preventative maintenance is conducted for most systems. Major systems are adequate and no unusual noises, humming, or flickering of light have been observed. Floors, Ceilings, Walls, and windows are in good condition.

No cracks, obstructions of any kind. No missing tiles, graffiti, peeling paint, or damage.

Pest and vermin infestation is not evident and were not observed. All student and staff eating areas including the kitchen are kept in extremely clean condition.

School Facility Conditions and Planned Improvements

All toilets, sinks are functional and restrooms are well stocked with paper and soap. Restrooms are cleaned three times per day and as needed. Drinking fountains are all functioning and have no leaks.

No hazardous materials were observed in the interior or exterior of the campus that could pose a danger to students and staff. All custodial equipment and chemicals are compliant and are stored safely in locked closets/storages. Fire and safety systems appear to be functioning properly. There are adequate fire extinguishers and safety signs. The facility structure appears to be in good condition. No cracks or leaks were observed. Roofs are in good condition with no apparent damage. Windows, doors, and gates are all in working condition and well maintained.

| | |
|--|---------------|
| Year and month of the most recent FIT report | December 2025 |
|--|---------------|

| 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 | | | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical | X | | | |
| 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).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

| Subject | School 2023-24 | School 2024-25 | District 2023-24 | District 2024-25 | State 2023-24 | State 2024-25 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 20 | 23 | 52 | 53 | 47 | 48 |
| Mathematics (grades 3-8 and 11) | 13 | 17 | 40 | 42 | 35 | 37 |

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------------|----------------------------|-----------------------------|---------------------------------|---|
| All Students | 191 | 187 | 97.91 | 2.09 | 22.99 |
| Female | 102 | 99 | 97.06 | 2.94 | 25.25 |
| Male | 89 | 88 | 98.88 | 1.12 | 20.45 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 183 | 179 | 97.81 | 2.19 | 22.35 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 95 | 91 | 95.79 | 4.21 | 9.89 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 12 | 12 | 100.00 | 0.00 | 16.67 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 138 | 137 | 99.28 | 0.72 | 19.71 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 25 | 25 | 100.00 | 0.00 | 20.00 |

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------------|----------------------------|-----------------------------|---------------------------------|---|
| All Students | 192 | 192 | 100.00 | 0.00 | 16.67 |
| Female | 103 | 103 | 100.00 | 0.00 | 16.50 |
| Male | 89 | 89 | 100.00 | 0.00 | 16.85 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 184 | 184 | 100.00 | 0.00 | 15.76 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 95 | 95 | 100.00 | 0.00 | 10.53 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 12 | 12 | 100.00 | 0.00 | 33.33 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 139 | 139 | 100.00 | 0.00 | 15.11 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 25 | 25 | 100.00 | 0.00 | 8.00 |

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

| Subject | School 2023-24 | School 2024-25 | District 2023-24 | District 2024-25 | State 2023-24 | State 2024-25 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science (grades 5, 8 and high school) | 8.33 | 16.67 | 12.12 | 10.36 | 30.73 | 32.52 |

| 2024-25 CAASPP Test Results in Science by Student Group | | | | | |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer. | | | | | |
| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
| All Students | 72 | 72 | 100.00 | 0.00 | 16.67 |
| Female | 34 | 34 | 100.00 | 0.00 | 11.76 |
| Male | 38 | 38 | 100.00 | 0.00 | 21.05 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 70 | 70 | 100.00 | 0.00 | 15.71 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 0 | 0 | 0 | 0 | 0 |
| White | -- | -- | -- | -- | -- |
| English Learners | 41 | 41 | 100.00 | 0.00 | 4.88 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 53 | 53 | 100.00 | 0.00 | 15.09 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

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.

| 2024-25 California Physical Fitness Test Participation Rates | | | | | |
|---|-------------------------------|---|--|--|--------------------------|
| This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. | | | | | |
| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
| Grade 5 | 96% | 96% | 96% | 96% | 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.

2025-26 Opportunities for Parental Involvement

Vista Condor Global Academy recognizes that, when schools and parents form strong partnerships, our children’s potential for educational success improves significantly. Teachers and school administrators become more aware of parent and community expectations and may implement their suggestions regarding programs and operations. Parents learn the scope of the school’s instructional program and set high expectations for their children. As a result, schools can better focus on student growth and success.

| 2024-25 Chronic Absenteeism by Student Group | | | | |
|---|-----------------------|---|---------------------------|--------------------------|
| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
| All Students | 384 | 377 | 107 | 28.4 |
| Female | 197 | 194 | 63 | 32.5 |
| Male | 187 | 183 | 44 | 24.0 |
| Non-Binary | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 365 | 362 | 106 | 29.3 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| White | -- | -- | -- | -- |
| English Learners | 195 | 194 | 55 | 28.4 |
| Foster Youth | 11 | -- | -- | -- |
| Homeless | 22 | 22 | 5 | 22.7 |
| Socioeconomically Disadvantaged | 372 | 365 | 105 | 28.8 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Students with Disabilities | 49 | 47 | 8 | 17.0 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

| Suspensions and Expulsions | | | | | | | | |
|---|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| This table displays suspensions data. | | | | | | | | |
| Suspensions | | | | | | | | |
| School 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 0 | 0 | 0 | 1.63 | 1.42 | 0.85 | 3.6 | 3.28 | 2.94 |
| Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer. | | | | | | | | |
| This table displays expulsions data. | | | | | | | | |
| Expulsions | | | | | | | | |
| School 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 0 | 0 | 0 | 0 | 0.01 | 0.01 | 0.08 | 0.07 | 0.06 |
| Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer. | | | | | | | | |

2024-25 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 0.00 | 0.00 |
| Female | 0.00 | 0.00 |
| Male | 0.00 | 0.00 |
| Non-Binary | 0.00 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 0.00 | 0.00 |
| Black or African American | 0.00 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 0.00 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 0.00 | 0.00 |
| English Learners | 0.00 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 0.00 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 0.00 | 0.00 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Vista Condor Global Academy works diligently to ensure that students and staff are prepared for emergencies. It has a detailed Emergency Plan that provides guidance to school staff during emergencies. The Emergency plan is reviewed annually. Our school conducts emergency drills that meet or exceed the state-mandated requirements and accommodate persons with disabilities. Regular drills are a part of a school’s activities.

Our school conducts the following types of drills:

- Fire Drill
- Earthquake or Emergency Drill
- Shelter in Place (bomb Drill)
- Shelter in Place (Lockdown Drill)
- Lockdown Drill

Parents are asked to ensure their students actively participate and take these drills seriously. These drills make public schools the safest place for students during an emergency. In addition to conducting regular drills, the school stocks emergency supplies to sustain students and staff.

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.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 17 | 2 | 1 | 0 |
| 1 | 20 | 2 | 0 | 0 |
| 2 | 25 | 0 | 2 | 0 |
| 3 | 19 | 1 | 2 | 0 |
| 4 | 21 | 1 | 2 | 0 |
| 5 | 23 | 0 | 3 | 0 |
| 6 | 0 | 0 | 0 | 0 |
| Other | 0 | 0 | 0 | 0 |

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 23 | 0 | 2 | 0 |
| 1 | 25 | 0 | 6 | 0 |
| 2 | 19 | 2 | 0 | 0 |
| 3 | 27 | 0 | 2 | 0 |
| 4 | 19 | 5 | 0 | 0 |
| 5 | 24 | 0 | 9 | 0 |
| 6 | 0 | 0 | 0 | 0 |
| Other | 0 | 0 | 0 | 0 |

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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 | 24 | | 4 | |
| 1 | 23 | | 4 | |
| 2 | 24 | | 4 | |
| 3 | 26 | | 4 | |
| 4 | 22 | | 6 | |
| 5 | 24 | | 6 | |

2024-25 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 |

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

| Title | Number of FTE Assigned to School |
|---|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 0.4 |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | 1 |
| Resource Specialist (non-teaching) | |
| Other | 0.4 |

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | 24,889 | 7,716 | 17,173 | 68,426 |
| District | N/A | N/A | | |
| Percent Difference - School Site and District | N/A | N/A | | |
| State | N/A | N/A | \$11,146 | |
| Percent Difference - School Site and State | N/A | N/A | 42.6 | |

Fiscal Year 2024-25 Types of Services Funded

Vista Condor Global Academy provides a standards-based instructional program, which is further supplemented by the following additional programs and resources:

- On-site psychologist
- One-to-one technology and technology-based courses and programs
- Ongoing, extensive support, training, and professional development for teachers
- Team of highly qualified instructional aides-Special education team dedicated to a fully inclusive Special Education program
- Intervention programs in all standard subject areas, both during the school day and after school
- Nutritious meals are provided for students for both breakfast and lunch
- After-school program offering activities and further educational support

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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

- Professional Growth Plan (All Teachers)
- Monthly Professional Development Cycle

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

| Subject | 2023-24 | 2024-25 | 2025-26 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 10 | 10 | 10 |