



# Vista Square Elementary School

540 G Street • Chula Vista, CA 91910 • (619) 422-8374 • Grades K-6

Marissa Allan, Principal  
marissa.allan@cvesd.org  
www.vistasquare.org

## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### Chula Vista Elementary School District

84 East J Street  
Chula Vista, CA 91910-6100  
(619) 425-9600  
www.cvesd.org

#### District Governing Board

Leslie Ray Bunker

Armando Farias

Laurie K. Humphrey

Eduardo Reyes, Ed.D.

Francisco Tamayo

#### District Administration

Francisco Escobedo, Ed.D.

##### **Superintendent**

Jeffrey Thiel, Ed.D.

##### **Assistant Superintendent, Human Resources Services and Support**

Oscar Esquivel

##### **Deputy Superintendent, Business Services and Support**

Matthew Tessier, Ed.D.

##### **Assistant Superintendent, Innovation and Instruction Services and Support**

### School Description

Vista Square Elementary is one of 49 schools in the Chula Vista Elementary School District, including charters. It is one of the oldest schools in the district. The school lies on the west side of Chula Vista. Each of the four main buildings contains four classrooms. There are 15 more classrooms located in relocatables. Vista Square has 3 Mild Moderate SDC classes and a Resource Specialist Program (RSP). Vista Square has a full-time nurse, 4-day psychologist, full time behavior specialist, part-time social worker, and 2 full-time speech and language specialists. The school site also houses the Davila Day School for the Deaf and Hard of Hearing with a total of 40+ students who are mainstreamed into the Vista Square program.

### Mission

The school mission at Vista Square is to:

- Provide a wide variety of educational and life experiences in a safe environment encouraging active involvement and success for each child;
- Teach and encourage students to respect the rights and properties of others and be responsible for their own actions;
- Encourage full participation by students, parents, community, and staff in school wide activities;
- Continue an academically oriented, supportive environment which fosters individual development of a positive self-image
- Provide sequential curriculum and instructional methods which encourage students to reach their ever-increasing learning potential.

## About the SARC

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, 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 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.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	122
Grade 1	77
Grade 2	102
Grade 3	84
Grade 4	89
Grade 5	93
Grade 6	83
<b>Total Enrollment</b>	<b>650</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3.5
American Indian or Alaska Native	0.5
Asian	0.8
Filipino	1.1
Hispanic or Latino	88.3
Native Hawaiian or Pacific Islander	0.2
White	4.9
Two or More Races	0.8
Socioeconomically Disadvantaged	92.3
English Learners	55.2
Students with Disabilities	15.1
Foster Youth	0.3
Homeless	5.1

## A. Conditions of Learning

### State Priority: Basic

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

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

Teacher Credentials for Vista Square	17-18	18-19	19-20
With Full Credential	30	30	30
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0		

Teacher Credentials for Chula Vista Elementary	17-18	18-19	19-20
With Full Credential	♦	♦	1261
Without Full Credential	♦	♦	3
Teaching Outside Subject Area of Competence	♦	♦	

### Teacher Misassignments and Vacant Teacher Positions at Vista Square Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0		
Total Teacher Misassignments*	0		
Vacant Teacher Positions	0		

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

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

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

The Chula Vista Elementary School District follows the State's curriculum cycle to adopt updated, high quality textbooks and related materials. The evaluation and adoption of textbooks and instructional materials is based on recommendations by committees of our District's school staffs and community members.

Students are provided with an adequate supply of Board-approved textbooks for all subject areas. The reading/language arts and mathematics curricula are aligned with California Common Core Standards.. All of our students have access to textbooks and supportive instructional materials in all core subjects, which are in good condition. Core materials are available in both English and Spanish. An inventory of books is warehoused centrally for growth needs at the schools.

The District's vision is to prepare students to succeed in the 21st Century and is committed to providing students with 21st century tools, and the necessary infrastructure to support said tools. The District also invested in software applications to assist with formative and summative assessments, literacy skills, mathematics and language acquisition. In addition, teachers are integrating technology tools to facilitate day to day tasks such as attendance, report cards and electronic communication.

### Textbooks and Instructional Materials

Year and month in which data were collected: August 2017

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Adopted in 2017-18  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Mathematics	Mc Graw Hill Mathematics K-6, English and Spanish. Adopted in 2001-02.  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Science	Houghton-Mifflin Science series for Kindergarten to Sixth Grade English and Spanish. Adopted Spring 2008.  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
History-Social Science	Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish). Adopted Spring 2007.  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Classroom space at Vista Square Elementary School is adequate to support our school's current enrollment. Vista Square has a set of relocatables that house a year-round YMCA daycare program, YMCA K-3 year-round program; a Stretch YMCA program, Transitional Kindergarten, a Head Start preschool, and an adult/parent classroom. There is also an additional building that houses the Davila School for South County Deaf and Hard of Hearing (D/HHS).

The District maintains a planned program, which ensures routine maintenance functions are performed on a scheduled basis. Vista Square custodial staff performs basic cleaning operations daily.

Use of the Raptor system to check in all visitors to provide safety to our campus. We are working more cohesively as a team due to better written and verbal communication and mutual respect. Our school was modernized in the summer of 2015 and students, staff and the community are enjoying state of the art equipment in an inviting learning environment.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 5/23/2019**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Fair	301 CR: 2 ceiling tile stained. 302 CR: Ceiling tile stain, drinking fountain low pressure; missing handle., formaica piece broken, 1 light diffuser, water stain, air freshener. 304 CR: 4 ceiling stain, 1 window track falling out. 404 CR: Ceiling tile stain, plug in air freshener. 603 CR: Sink low pressure, ceiling stain. 704 CR: Diffuser plug, ceiling tile loose, sink trim broken and missing, stained ceiling tile. 800 Speech Room : 802 CR: Ceiling tile pushed up, 2 air freshener plug in. 805 CR: Door stop broken, weather strip damage, water fountain drains slow at times. 807 CR: Ceiling tile cracked by sensor, RR light fixture missing cover. 901 CR: Handle broken on counter, counter en cap is broken, chemicals under sink, 1 stained ceiling tile. 903 CR: Electrical box cover, AC vent Stain, ceiling tile stain, sink counter top broken, end cap on counter is broken. 905 CR: Ceiling tile warp, restroom stains, small holes on wall, 3 stained tiles, shelves not secure stacked. 909

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		CR: hole in wall, bathroom sink cracked and cap is rusted, top vents stained. 911 Preschool: Exit sign needs bulbs, ceiling stains holes, all gender RR stained floors, top vents dirty, small kitchen, door doesn't close, chemicals under sink, soap dispenser missing, sink handle needs replacing. Beacon Center FRC 1001: Holes on wall, ceiling tiles with holes, (ant and roach), organic insecticide, missing face plate small east office. Kitchen: Speakers missing cover, exit sign doesn't light up.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	400 Bldg. Boys RR: vents dirty, middle sink no water. 802 CR: Ceiling tile pushed up, 2 air freshener plug in.
<b>Electrical:</b> Electrical	Fair	302 CR: Ceiling tile stain, drinking fountain low pressure; missing handle., formica piece broken, 1 light diffuser, water stain, air freshener. 602 CR: Sink low pressure. 800 Work Room : electrical panel obstructed, IT box has a hole. 807 CR: Ceiling tile cracked by sensor, RR light fixture missing cover. 902 CR: AC covers stains, counter en cap broken. 906 CR: electrical panel obstructed, clutter in restroom, RR door drags, 1 stain ceiling tile, RR hole in wall, floor and wall stained. 909 CR: hole in wall, bathroom sink cracked and cap is rusted, top vents stained. 911 Preschool: Exit sign needs bulbs, ceiling stains holes, all gender RR stained floors, top vents dirty, small kitchen, door doesn't close, chemicals under sink, soap dispenser missing, sink handle needs replacing. Associal Principal: Safety Patrol Room: Blocked electrical boxes. Stage Mech: electrical panel blocked
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	204 Kinder: Outlet broken by entrance, ceiling tile stain, bathroom vent dirty, RR

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>lower walls dirty Stained, Fire extinguisher covered 303 CR: Low pressure drinking fountain, ceiling by clock has stain ( center of room), 2 blinds don't close all the way, sink drains slow.</p> <p>403 CR: drinking fountain low pressure, electrical box blocked, electrical box blocked.</p> <p>601 CR: Sink doors loose, 1 wet ceiling tile.</p> <p>603 CR: Sink low pressure, ceiling stain.</p> <p>805 CR: Door stop broken, weather strip damage, water fountain drains slow at times.</p> <p>900 girls RR: 1 seat loose dirty walls.</p> <p>910 CR: Top vents stained, chemicals under sink, broken IT box, floors damaged. Admin Women's RR: Lock latch broken</p> <p>Beacon Center Offices/CR 1002: Warp ceiling tiles, stains on rug, sink drinking water shoot to far. Holes on wall, extension cords on floor, roof leak wet tile by west door.</p>
<p><b>Safety:</b> Fire Safety, Hazardous Materials</p>	<p>Good</p>	<p>201 Kinder: 1 gallon of paint under sink, shelf blocks door between RR from opening All the way.</p> <p>204 Kinder: Outlet broken by entrance, ceiling tile stain, bathroom vent dirty, RR lower walls dirty Stained, Fire extinguisher covered</p> <p>401 CR: Door doesn't close.</p> <p>402 CR: Electric panel blocked.</p> <p>404 CR: Ceiling tile stain, plug in air freshener.</p> <p>405 CR: pesticides under sink poison free, ant and roch killer, broken conduit on outside of building, electric panel block.</p> <p>602 CR: Sink low pressure.</p> <p>604 CR: 1 diffuser plug, missing light bulb, intake air dirty, sink handle leaks.</p> <p>704 CR: Diffuser plug, ceiling tile loose, sink trim broken and missing, stained ceiling tile.</p> <p>906 CR: electrical panel obstructed, clutter in restroom, RR door drags, 1 stain ceiling tile, RR hole in wall, floor and wall stained.</p>

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		Beacon Center FRC 1001: Holes on wall, ceiling tiles with holes, (ant and roach), organic insecticide, missing face plate small east office.
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	202 Kinder: Drinking fountain off, outside wall has a crack between 201-202, RR hand rails dirty. 911 Preschool: Exit sign needs bulbs, ceiling stains holes, all gender RR stained floors, top vents dirty, small kitchen, door doesn't close, chemicals under sink, soap dispenser missing, sink handle needs replacing. Playground: soccer goal has metal sticking out, both S and N has long bolts. Playtoy: Rusty, ball pit top protectors loose and broken, gate latch nos aligned. Preschool Play Toy: Cobwebs, 1st platform loose.
<b>Overall Rating</b>	Good	Met with Principal, who spoke to custodial staff regarding cleanliness and simple repair issues and work orders submitted for maintenance and repairs

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

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

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	46	46	65	64	50	50
Math	31	33	51	51	38	39

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

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

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and Ten

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

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### 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

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	9.7	37.6	35.5

Note: 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.



**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	359	347	96.66	46.40
Male	177	170	96.05	42.35
Female	182	177	97.25	50.28
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	327	315	96.33	45.40
White	11	11	100.00	36.36
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	337	325	96.44	45.85
English Learners	217	206	94.93	42.72
Students with Disabilities	64	62	96.88	16.13
Foster Youth	--	--	--	--
Homeless	19	19	100.00	0.00

Note: 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.

Note: 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.

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.

**School Year 2018-19 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	359	357	99.44	32.77
Male	177	175	98.87	33.14
Female	182	182	100.00	32.42
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	327	325	99.39	31.38
White	11	11	100.00	27.27
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	337	335	99.41	31.64
English Learners	217	217	100.00	31.34
Students with Disabilities	64	63	98.44	6.35
Foster Youth	--	--	--	--
Homeless	19	18	94.74	5.26

Note: 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.

Note: 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.

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.

### C. Engagement

#### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

#### Opportunities for Parental Involvement (School Year 2019-20)

Contact person: Mayda Lizarraga

Contact Person Phone Number: (619) 422-8374

Research shows a high correlation between parent involvement and effective schools. We encourage parents to visit and become active in our school. Vista Square School has:

- Parent Club (Room parents) supports many projects for the benefit and welfare of our children's academic, social and physical growth.
- Parents may attend Workshop days and additional teacher-organized workshops which assist them in working with their own children or other students in the classroom as a volunteer or at home.
- Parents are invited to quarterly Parent/Principal Chats where issues are discussed in an informal setting. Parents may attend quarterly ELAC meetings to stay informed on all questions concerning our language acquisition programs and attendance.
- Parents are invited to join our School Site Council which meets once per month.
- Parents are critical members of the PBIS Committee, Community Garden, Safety Patrol Unit, Music programs and sports team support.

Many parents and members of the community volunteer in our classrooms or help with special events. Vista Square School parents serve on the School Site Council and the English Language Advisory Committee. Please call 422-8374 if you wish to become involved in school activities. Spanish and ASL translation are available.

**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.

**School Safety Plan**

Our adult and student norms of behavior are to demonstrate Safe, Respectful, and Responsible behaviors and are highlighted in our student morning broadcast and around the school. Student safety and well-being are promoted by activities including emergency and earthquake preparedness drills; bus evacuation drills; quarterly Respect for All assemblies & ongoing recognitions such as the student of the week;

Drug and alcohol abuse prevention education programs; child abuse awareness; Health for 4th-6th grade parent presentation and discussion; We have support groups and social-emotional co-teaching with our counselor and school psychologist. Students are part of the solution as Hall Monitors, School Safety Patrol and community service.

Adult greeters and parent volunteers are present around the school in the morning and afternoon as students arrive and exit the campus and adults are present to supervise recess and lunch. The gates of the fence around the school remain locked during school hours to ensure the safety of our students. All visitors, volunteers and substitute staff sign in before entering campus during instructional hours. Staff has received professional development in Asset building and Bullying Prevention. The School Resource Officer (SRO) is visible and an important member of our school community in prevention, recognition and addressing of infractions and attendance issues. We practice Safety First and Discipline with Dignity at Vista Square as we strive to empower students and all members of our community to create a safe, enriching learning environment. Our SSC reviewed and approved our Comprehensive Safe School Plan at our August 2018 regular meeting.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.8	0.4	0.3
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	0.6	0.7	0.8
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

**D. Other SARC Information**

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

**Ratio of Academic Counselors to Pupils (School Year 2018-19)**

Title	Ratio
Academic Counselor*	650.0

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Student Support Services Staff (School Year 2018-19)**

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.7
Social Worker	.4
Nurse	1.0
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0
Other	4.0

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	18	3	4		17	7			21	1	5	
1	21	3	1		23		4		18	4		
2	23		3		20	3	1		23		4	
3	20	1	5		21	1	3		20	4		
4	24	1	2		26	1	3		24	1	3	
5	27		3		28		3		28		3	
6	24	1	3		25		3		19	2	3	
Other**	2	1			4	3			3	1		

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

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

### Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

During the 2012-13 school year, we began aligning our instruction on the Common Core Standards. We began creating units of study in ELA. We continued our focus on reading comprehension. We continued to strengthen our practice in the Gradual Release of Responsibility Model. Our professional development began to incorporate engage for learning strategies and questioning strategies.

By the 2014-15 school year, our focus evolved to target Conceptual Development in Math in Gr. K-6 and Reading Foundational Skills in Kinder and Gr. 1. Teachers received professional development in the area of the use of Math manipulatives by Denise Finney, problem solving by Robert Cochran and SIPPS training by Gina Mazeu.

For the 2015-16 school year, our focus turned to Writing Across the Curriculum. Training and support were provided as follows:

1. Peer walkthroughs will be conducted on a monthly basis school-wide.
2. Weekly Goal Setting and monitoring of data.
3. Quarterly student monitoring meetings with the principal.
4. Building Capacity through our TNT Team
5. Building Leadership with PD provided by UCSD Results & Bonnie McGrath
6. Cohort Collaboration
7. Go Math Training provided by the district
8. Achieve 3000 & SIPPS training provided by the district
9. Wilda Storm PD and Coaching model

For the 2016-17 School year our focus is on Writing Across the Curriculum. Training and support will be provided as follows:

1. Peer walkthroughs will be conducted on a monthly basis school-wide.
2. Weekly Goal Setting and monitoring of data.
3. Quarterly student monitoring meetings with the principal.
4. Building Capacity through our TNT Team
5. Building Leadership with PD provided by UCSD Results & Bonnie McGrath
6. Cohort Collaboration
7. Go Math Training provided by the district
8. Achieve 3000 & SIPPS training provided by the district
9. Wilda Storm PD and Coaching model

For 2017-18 School year our focus is on Vocabulary, Collaborative Conversations and Short-Contracted Responses in addition to implementing Restorative Justice Practices to align ourselves to the district focus of Building Relationships:

1. With use of the skills from our Wilda Storm training we will continue to implement the 4-Es for student responses
2. Our ILT will be focused on providing PD in the area of collaborative conversations and accountable talk
3. We will continue to focus on Vocabulary development using our Wilda Storm strategies.
4. Teachers committed to implementation of Social Emotional Learning and Restorative Practices
5. Teachers are committed to implementing Circles in the classroom to build relationships and solve conflict.

For 2018-19 School year our focus is on Listening and Speaking skills through SEL, GLAD and Collaborative Conversations.

1. With use of the skills from our Wilda Storm training we will continue to implement the 4-Es for student responses
2. Our ILT will be focused on providing PD in the area of collaborative conversations and accountable talk
3. GLAD instructional strategies will be evident in all classrooms with a laser focus on Listening and Speaking skills.
4. Teachers committed to implementation of Social Emotional Learning and Restorative Practices with added use of the Sanford Harmony program.
5. Teachers are committed to implementing Circles in the classroom to build relationships and solve conflict.

For 2019-2020 School year our focus in on Listening and Speaking skills through SEL, GLAD and Collaborative Conversations.

1. Training in Teacher Clarify Playbook with Olivia Amador for Learning Intentions and Success Criteria
2. Our ILT will be focused on providing PD in the area of collaborative conversations and accountable talk
3. GLAD instructional strategies will be evident in all classrooms with a laser focus on Listening and Speaking skills.
4. Teachers committed to implementation of Social Emotional Learning and Restorative Practices with added use of the Sanford Harmony program.
5. Teachers are committed to implementing Circles in the classroom to build relationships and solve conflict.
6. Training in Kagan Cooperative Learning Strategies provided to enhance accountable talk in classrooms
7. Additional training with UCSD CRLP program for Results, SIPPS turnaround coaching.
8. Math training as a cohort in 3-reads protocol

**FY 2017-18 Teacher and Administrative Salaries**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$50,150	\$45,741
Mid-Range Teacher Salary	\$75,662	\$81,840
Highest Teacher Salary	\$100,783	\$102,065
Average Principal Salary (ES)	\$134,097	\$129,221
Average Principal Salary (MS)	\$0	\$132,874
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$299,627	\$224,581

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	37%	36%
Administrative Salaries	5%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

**Types of Services Funded**

Vista Square provides additional support for Chula Vista families by providing financial support to the Family Resource Center- Beacon Center at our campus.

In addition, we have a school nurse 5 days a week at our campus.

We have a Social Worker 2 days a week.

We have a Behavior Specialist IA 5 days a week.

We have an Associate Principal to support with student discipline and professional development with our instructional program.

We have a part-time Library-Technology Technician to oversee the library and technology inventory/purchases. She/he will also facilitate technology development for students, teachers and the community.

Collaboration resource teachers were hired to provide Character Education, Music & Physical Education, Art & ASL while classroom teachers are released to collaborate by grade level. Laptops and Apple TVs were purchased for teachers to have mobility and an interactive format for more engaging teaching and learning.

Licenses and upgraded computers were purchased to provide differentiated practice support in reading comprehension, math and language development for English Learners through computerized differentiated practice programs such as the Accelerated Reader, Mystery Science, Imagine Learning, Star Fall and Achieve 3000. Licenses were purchased for these programs.

**FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$11,284.91	\$3,620.94	\$7,663.97	\$72,701.00
District	N/A	N/A	\$166,094.33	\$78,751.00
State	N/A	N/A	\$7,506.64	\$82,663.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-200.0	-6.2
School Site/ State	-40.4	-10.7

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Our funding also provides support to our Safety First focus by providing student supervision before, during and after school through our greeters and recess/lunch supervisors. In addition, these staff members assist as part of our CPI emergency team, daycare during parent meetings and events and volunteer to support student-lead safety activities such as safety patrol.

We support technology by hiring our technology consultant who upgraded our computer lab and classroom computers and continues to work collaboratively and diligently to develop our next steps as we continue the transition into making the 21st century education technology available to all students. We purchased 10 iPad for small group and teaching use and Apple ATV's to for group, independent and whole group instruction learning technologies in the classroom. Vista Square is participating in the partnership with the San Diego Youth Symphony to provide music instruction for Kinder to 6th grade students.

With the introduction to the new state standards, we have purchased materials and books and provided professional development to develop common core-based strategies and pedagogy.

### **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).

### **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.