



Vista Square Elementary School

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

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2019-20 School Accountability Report Card Published During the 2020-21 School Year



Chula Vista Elementary School District

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District Governing Board

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Matthew Tessier, Ed.D.

Assistant Superintendent, Innovation and Instruction Services and Support

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 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 webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	109
Grade 1	101
Grade 2	71
Grade 3	96
Grade 4	81
Grade 5	87
Grade 6	97
Total Enrollment	642

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	0.5
Asian	0.9
Filipino	0.9
Hispanic or Latino	89.1
Native Hawaiian or Pacific Islander	0.6
White	5.5
Two or More Races	1.1
Socioeconomically Disadvantaged	90.3
English Learners	49.7
Students with Disabilities	15.4
Homeless	4.5

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	18-19	19-20	20-21
With Full Credential	30	30	30
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence			

Teacher Credentials for Chula Vista Elementary	18-19	19-20	20-21
With Full Credential	♦	♦	1230
Without Full Credential	♦	♦	4
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Vista Square Elementary School

Indicator	18-19	19-20	20-21
Teachers of English Learners			
Total Teacher Misassignments*			
Vacant Teacher Positions			

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 2020-21)

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 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Mc Graw Hill Mathematics K-6, English and Spanish. Adopted in 2001-02. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Houghton-Mifflin Science series for Kindergarten to Sixth Grade English and Spanish. Adopted Spring 2008. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish). Adopted Spring 2007. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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

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)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 9/30/2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<p>Systems: Gas Leaks, Mechanical/HVAC, Sewer</p>	<p>Good</p>	<p>202 Kinder: outside wall has a crack between 201-202; sink drains slow; spiderwebs under sink and on covebase Kitchen Storage: floor drain not working; internet/phone cable hook up needs new cover</p>
<p>Interior: Interior Surfaces</p>	<p>Fair</p>	<p>302 CR: ceiling tile stain, formaica piece broken, 1 light diffuser water stain, spiderwebs 404 CR: Ceiling tile stain, sink drains slow 704 CR: sink trim broken and missing, stained ceiling tile, sink counter top loose, missing covebase by door 805 CR: Door stop broken, weather strip damage, outlet inside covebase needs cover 807 CR: Ceiling tile cracked by speaker, RR light fixture missing cover, stains on rr floor, cleaners under sink 901 CR: Handle broken on counter, 1 stained ceiling tile, door rustig out 905 CR: Ceiling tile warp, small holes on wall, 3 stained tiles, shelves not secure stacked, soap on floor 909 CR: top vents stained, hole in wall from outlet, covebase loose under sink 911</p>

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>Preschool: Exit sign needs bulbs, ceiling stains holes, door doesn't close, soap dispenser missing</p> <p>Associal Principal: holes in wall from previous tv mount</p> <p>Beacon Center</p> <p>FRC 1001: Holes on wall, ceiling tiles with holes, missing face plate small east office, missing covebase, 3 stained tile, missing handle on sink cabinet</p> <p>Kitchen: Speakers missing cover, exit sign doesn't light up; potential water leak from kitchen/oven vent; 1 light not working; spiderwebs in corners</p>
<p>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</p>	<p>Good</p>	<p>400 Bldg. Boys RR: vents dirty, middle sink no water, handicap partition needs adjustment</p>
<p>Electrical: Electrical</p>	<p>Fair</p>	<p>201 Kinder: 1 gallon of paint under sink, shelf blocks door between RR from opening All the way; loose soap dispenser; 4 lights not working; door closure needs adjustment</p> <p>302</p> <p>CR: ceiling tile stain, formaica piece broken, 1 light diffuser water stain, spiderwebs</p> <p>405</p> <p>CR: pesticides under sink poison free, ant and roch killer, broken conduit on outside of building, electric panel block.</p> <p>800 Work Room</p> <p>: electrical panel obstructed, roof access blocked</p> <p>807</p> <p>CR: Ceiling tile cracked by speaker, RR light fixture missing cover, stains on rr floor, cleaners under sink</p> <p>906</p> <p>CR: electrical panel obstructed, clutter in restroom, RR door drags, 3 stain ceiling tile, RR hole in wall, spiders</p> <p>909</p> <p>CR: top vents stained, hole in wall from outlet, covebase loose under sink</p> <p>911</p> <p>Preschool: Exit sign needs bulbs, ceiling stains holes, door doesn't close, soap dispenser missing</p> <p>Kitchen: Speakers missing cover, exit sign doesn't light up; potential water leak from kitchen/oven vent; 1 light not working; spiderwebs in corners</p> <p>MP: 4 lights out; covebase by kitchen door needs replaced; door closure not working properly</p> <p>Safety Patrol Room: Blocked electrical boxes.</p> <p>Stage Mech: electrical panel blocked; stage space is cluttered</p>

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	<p style="text-align: center;">Good</p>	203 Kinder: , cleaning chemicals on top of sink, RR wal stains around toilet; Rrtoilet excusion ring needs to be attached to the wall 204 Kinder: IDF phone jack outlet broken by entrance, ceiling tile stain, abandoned outlet on back wall needs cover 303 CR: sink drains slow. 403 CR: electrical box blocked 601 CR: Sink doors loose, sink handle leaks 603 CR: Sink low pressure, sink handle leaks 805 CR: Door stop broken, weather strip damage, outlet inside covebase needs cover 910 CR: Top vents stained, chemicals under sink, broken IT box, floors damaged.
Safety: Fire Safety, Hazardous Materials	<p style="text-align: center;">Good</p>	201 Kinder: 1 gallon of paint under sink, shelf blocks door between RR from opening All the way; loose soap dispenser; 4 lights not working; door closure needs adjustment 203 Kinder: , cleaning chemicals on top of sink, RR wal stains around toilet; Rrtoilet excusion ring needs to be attached to the wall 204 Kinder: IDF phone jack outlet broken by entrance, ceiling tile stain, abandoned outlet on back wall needs cover 401 CR: Door doesn't close. 402 CR: Electric panel blocked; 3 stained tile; door closure needs adjustment 404 CR: Ceiling tile stain, sink drains slow 405 CR: pesticides under sink poison free, ant and roch killer, broken conduit on outside of building, electric panel block. 800 Work Room : electrical panel obstructed, roof access blocked 801 Storage: Chemicals under sink 807 CR: Ceiling tile cracked by speaker, RR light fixture missing cover, stains on rr floor, cleaners under sink 906 CR: electrical panel obstructed, clutter in restroom, RR door drags, 3 stain ceiling tile, RR hole in wall, spiders Beacon Center

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		Offices/CR 1002: stains on rug, Holes on wall, extension cords on floor, Borax under sink
Structural: Structural Damage, Roofs	Good	402 CR: Electric panel blocked; 3 stained tile; door closure needs adjustment Kitchen: Speakers missing cover, exit sign doesn't light up; potential water leak from kitchen/oven vent; 1 light not working; spiderwebs in corners
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	201 Kinder: 1 gallon of paint under sink, shelf blocks door between RR from opening All the way; loose soap dispenser; 4 lights not working; door closure needs adjustment 202 Kinder: outside wall has a crack between 201-202; sink drains slow; spiderwebs under sink and on covebase 402 CR: Electric panel blocked; 3 stained tile; door closure needs adjustment 911 Preschool: Exit sign needs bulbs, ceiling stains holes, door doesn't close, soap dispenser missing Admin Men's RR: toilet needs caulking; door doesn't latch Kinder Playground: Slide tower missing, blue caps, cracks in slide tower, wood rot between 201-202 MP: 4 lights out; covebase by kitchen door needs replaced; door closure not working properly 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 not aligned, bird poop on toy and mat Preschool Play Toy: Cobwebs, 1st platform loose, xylophone toy has loose screws/mechanism Principal: Door closes too hard. Stage: Panels blocked, elevator door blocked; exit door backstage needs adjustment Work Room: Lower window condensing between panels.
Overall Rating	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.

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 areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	46	N/A	64	N/A	50	N/A
Math	33	N/A	51	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	18	N/A	37	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

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

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

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

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

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

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2020-21)

Contact Person: Angelica Gutierrez

Contact Person Phone Number: (619) 422-8374

Contact Person Email: Norma.Gutierrez@cvesd.org

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 (School Year 2020-2021)

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 January 2021 regular meeting.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.4	0.3	0.7	0.8	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0	0.6	2.5
Expulsions	0	0.0	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

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 Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	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 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.8
Social Worker	0.4
Nurse	1
Speech/Language/Hearing Specialist	1.6
Resource Specialist (non-teaching)	
Other	1.5

*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	2017-18 Average Class Size	2017-18 # of Classes*			2018-19 Average Class Size	2018-19 # of Classes*			2019-20 Average Class Size	2019-20 # of Classes*		
		Size 1-20	Size 21-32	Size 33+		Size 1-20	Size 21-32	Size 33+		Size 1-20	Size 21-32	Size 33+
K	17	7			21	1	5		14	7	1	
1	23		4		18	4			17	2	4	
2	20	3	1		23		4		14	5		
3	21	1	3		20	4			16	3	3	
4	26	1	3		24	1	3		20	1	3	
5	28		3		28		3		17	2	3	
6	25		3		19	2	3		19	2	3	
Other**	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 (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	8

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-Constructed 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 is 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

For 2020-2021 School year our focus has remained the same as last year coupled with Kagan Engagement Strategies to support Distance Learning during the Pandemic.

1. Training in Distance Learning Playbook
2. Kagan Online Strategies
3. GLAD Designated ELD strategic planning
4. iReady Math training

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,655	\$51,004
Mid-Range Teacher Salary	\$77,932	\$82,919
Highest Teacher Salary	\$103,806	\$104,604
Average Principal Salary (ES)	\$137,324	\$131,277
Average Principal Salary (MS)		\$136,163
Average Principal Salary (HS)		\$128,660
Superintendent Salary	\$308,616	\$230,860

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	35.0	35.0
Administrative Salaries	5.0	5.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	12,543.28	4,246.52	8,296.77	77,491
District	N/A	N/A	190,145,679	\$81,733
State	N/A	N/A	\$7,750	\$84,183

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-200.0	-5.3
School Site/ State	6.8	-8.3

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

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 Behavior Specialist IA 5 days a week.

We have an Associate Principal to support with student discipline, PBIS 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 Art, 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, iReady Math, RAZ Kids, BrainPop, Mystery Science, Star Fall, Smarty Ants and Achieve 3000. Licenses were purchased for these programs.

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 iPads 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.

To support equity and social justice, we have purchased books for teachers to use as read-alouds and collaborative conversations.

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.