

# Vista Square Elementary School

## 2022-2023 School Accountability Report Card

(Published During the 2023-2024 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.

## 2023-24 School Contact Information

<b>School Name</b>	Vista Square Elementary School
<b>Street</b>	540 G Street
<b>City, State, Zip</b>	Chula Vista
<b>Phone Number</b>	619-422-8374
<b>Principal</b>	Ruth Diaz de Leon
<b>Email Address</b>	ruth.diazdeleon@cvesd.org
<b>School Website</b>	www.vistasquare.org
<b>County-District-School (CDS) Code</b>	37-68023-6038046

## 2023-24 District Contact Information

<b>District Name</b>	Chula Vista Elementary School District
<b>Phone Number</b>	(619)425-9600
<b>Superintendent</b>	Dr. Eduardo Reyes, Superintendent
<b>Email Address</b>	eduardo.reyes@cvesd.org
<b>District Website</b>	www.cvesd.org

## 2023-24 School Description and Mission Statement

### Description

Vista Square Elementary is one of 50 schools in the Chula Vista Elementary School District, including charters. 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, 5-day psychologist, full-time behavior specialists instructional assistants, a full-time social counselor, 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 that fosters individual development of a positive self-image

Provide sequential curriculum and instructional methods that encourage students to reach their ever-increasing learning potential.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	94
Grade 1	78
Grade 2	86
Grade 3	80
Grade 4	79
Grade 5	59
Grade 6	98
<b>Total Enrollment</b>	<b>574</b>

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.1%
Male	51.9%
American Indian or Alaska Native	0.5%
Asian	0.9%
Black or African American	2.3%
Filipino	1.4%
Hispanic or Latino	87.5%
Native Hawaiian or Pacific Islander	1%
Two or More Races	1.4%
White	4%
English Learners	47.4%
Foster Youth	0.5%
Homeless	4%
Socioeconomically Disadvantaged	84.8%
Students with Disabilities	16.7%

## 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.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	25.80	95.10	1227.00	88.68	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	5.10	0.37	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	31.40	2.27	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	14.00	1.01	12115.80	4.41
<b>Unknown</b>	1.30	4.90	106.00	7.66	18854.30	6.86
<b>Total Teaching Positions</b>	27.10	100.00	1383.70	100.00	274759.10	100.00

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

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	26.60	94.14	1266.50	87.95	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	6.80	0.48	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	22.80	1.59	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	33.90	2.36	11953.10	4.28
<b>Unknown</b>	1.60	5.86	109.80	7.63	15831.90	5.67
<b>Total Teaching Positions</b>	28.30	100.00	1440.10	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 are based on recommendations by committees of our District’s school staff 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.

Year and month in which the data were collected

July 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance and Benchmark Adelante - adopted July 2017	Yes	0%
Mathematics	iReady Math Curriculum - adopted July 2023	Yes	0%
Science	TWIGs Science Curriculum - adopted July 2023	Yes	0%
History-Social Science	Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish). Adopted Spring 2007.	Yes	0%
Foreign Language	N/A		N/A
Health	N/A		N/A
Visual and Performing Arts	N/A		N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

## School Facility Conditions and Planned Improvements

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 Stretch YMCA program, Transitional Kindergarten, and Head Start preschool. 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.

Year and month of the most recent FIT report

12/20/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		<p>201 Kinder: Window panes severely scratched // Storage above cabinets - * Clearance from ceiling not at 24 Inches or storage above upper cabinets not allowed (per Fire Marshall code) // * Wax finishing is worn down - * Vinyl Tile Floor cleaning recommended (Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base at least 2-3 coats, apply wax with I-Shine 2-3 coats // Room divider missing a wheel ( safety concern) it can tilt over // * Hanging cable/string/wire/yarn across windows or classroom (if across window 6-12 inches away from blind slats are needed)</p> <p>202 Kinder: * Wax finishing is worn down - * Vinyl Tile Floor cleaning recommended (Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base at least 2-3 coats, apply wax with I-Shine 2-3 coats // Storage above cabinets - * Clearance from ceiling not at 24 Inches or storage above upper cabinets not allowed (per Fire Marshall code) // * Hanging cable/string/wire/yarn across windows or classroom (if across window 6-12 inches away from blind slats are needed) // Electrical outlet not working behind the printer // * Untreated fabric on walls (proof of fire retardant treatment)</p> <p>300 Restroom All Gender: Ceramic Floor cleaning recommended (Deep scrub with Pro-strip Ultra Heavy Duty Stripper (Waxie/Diversey) and sealed with 2 in one Carefree finish 3 coats</p> <p>300 Restrooms Boys: Ceramic Floor cleaning recommended (Deep scrub with Pro-strip Ultra Heavy Duty Stripper (Waxie/Diversey) and sealed with 2 in one Carefree finish 3 coats</p> <p>300 Restrooms Girls: Ceramic Floor cleaning recommended (Deep scrub with Pro-strip Ultra Heavy Duty Stripper (Waxie/Diversey) and sealed with 2 in one Carefree finish 3 coats</p> <p>900 Restrooms Boys: LVT Flooring - Needs to be cleaned and light coat of sealer //</p>

## School Facility Conditions and Planned Improvements

			<p>900 Restrooms Girls: LVT Flooring - Needs to be cleaned and light coat of sealer //</p> <p>900 Restrooms Staff: LVT Flooring - Needs to be cleaned and light coat of sealer //</p> <p>Health Office : RR floor needs to be stripped to removed wax and then sealed with on Base</p> <p>Lounge: * The carpet is heavily stained and saturated with cleaning agent and need reconditioning. It is recommended that is extracted just with hot water as many times as necessary to eliminate chemical saturation (no foam should be seen in the extracting machine), allow to dry. Second Face is to dry foam-stained areas and remove dirtiness from carpet. The third step will be to pretreat carpet with heavy duty prepay in a dilution 12oz. - 1 gal. and come behind with the extractor just with plain water to remove chemical and left dirt.</p> <p>Multipurpose Room: 6 ceiling tiles satined (needs replacement) /</p> <p>RM 702: Fabric on walls - * Untreated fabric on walls (proof of fire retardant treatment) // Loose Fire Extinguisher bracket // Sink counter has one edge peeled off // * Clearance from ceiling not at 24 Inches or storage above upper cabinets not allowed (per Fire Marshall code) // Stained ceiling tile above the door by the Exit sign</p> <p>RM 703: Fabric on walls - * Untreated fabric on walls (proof of fire retardant treatment) // * Aromatherapy Diffuser (fire and safety concern - per district policy items are not allowed) // Sink counter has edged peeled off or broken // Stained Ceiling tiles</p>
<p><b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation</p>	<p>X</p>		<p>400 Custodian:</p> <p>900 Custodian Closet / Restroom: Needs General cleaning - and needs to be declutter</p> <p>Mechanical Closet Main Bldg: Needs to be cleaned</p> <p>Stage: Wood flooring needs to be cleaned // Is being used for storage of Covid related materials and Custodial Equipment</p>
<p><b>Electrical</b></p>	<p>X</p>		<p>202 Kinder: * Wax finishing is worn down - * Vinyl Tile Floor cleaning recommended (Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base at least 2-3 coats, apply wax with I-Shine 2-3 coats // Storage above cabinets - * Clearance from ceiling not at 24 Inches or storage above upper cabinets not allowed (per Fire Marshall code) // * Hanging cable/string/wire/yarn across windows or classroom (if across window 6-12 inches away from blind slats are needed) // Electrical outlet not working behind the printer // * Untreated fabric on walls (proof of fire retardant treatment)</p> <p>202 Restroom:</p> <p>600 Electrical : Used as storage -- Electrical panel blocked --</p> <p>RM 204: Storage above the cabinets.// RR stained floor toilet needs caulking // Electrical cover missing next to Exterior Lamp</p>



## School Facility Conditions and Planned Improvements

<p><b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains</p>	<p>X</p>		<p>RM 702: Fabric on walls - * Untreated fabric on walls (proof of fire retardant treatment) // Loose Fire Extinguisher bracket // Sink counter has one edge peeled off // * Clearance from ceiling not at 24 Inches or storage above upper cabinets not allowed (per Fire Marshall code) // Stained ceiling tile above the door by the Exit sign</p> <p>RM 704: Fabric on walls - * Untreated fabric on walls (proof of fire retardant treatment) // * String of Lights and Seasonal decorations (fire and safety concern - per district policy items are not allowed) // * Bean Bags, Couches and sofas not treated (proof of fire retardant treatment) // Sink counter has broken edge</p>
<p><b>Safety:</b> Fire Safety, Hazardous Materials</p>		<p>X</p>	<p>201 Kinder: Window panes severely scratched // Storage above cabinets - * Clearance from ceiling not at 24 Inches or storage above upper cabinets not allowed (per Fire Marshall code) // * Wax finishing is worn down - * Vinyl Tile Floor cleaning recommended (Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base at least 2-3 coats, apply wax with I-Shine 2-3 coats // Room divider missing a wheel ( safety concern) it can tilt over // * Hanging cable/string/wire/yarn across windows or classroom (if across window 6-12 inches away from blind slats are needed)</p> <p>202 Kinder: * Wax finishing is worn down - * Vinyl Tile Floor cleaning recommended (Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base at least 2-3 coats, apply wax with I-Shine 2-3 coats // Storage above cabinets - * Clearance from ceiling not at 24 Inches or storage above upper cabinets not allowed (per Fire Marshall code) // * Hanging cable/string/wire/yarn across windows or classroom (if across window 6-12 inches away from blind slats are needed) // Electrical outlet not working behind the printer // * Untreated fabric on walls (proof of fire retardant treatment)</p> <p>202 Restroom:</p> <p>400 Custodian:</p> <p>400 Electrical: Provide Clearance for Electrical Panel A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel.</p> <ol style="list-style-type: none"> <li>1. Maintain 36" clearance around electrical panels.</li> <li>2. Remove all combustible items from Electrical room.</li> </ol> <p>CFC Section 604.3</p> <p>500 Electrical: Used for storage - Office/IT/ Custodian //Provide Clearance for Electrical Panel A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor.</p>

## School Facility Conditions and Planned Improvements

Remove obstructions from the front and around the panel.

1. Maintain 36" clearance around electrical panels.
2. Remove all combustible items from Electrical room. CFC Section 604.3

500A Office: \*\*\* Space Heater - Fire Hazard ( needs to be removed) // Drape hanged - \* Untreated fabric on walls (proof of fire retardant treatment)

600A Office: Fabric on the walls - \* Untreated fabric on walls (proof of fire retardant treatment) // \*

Household wipes, insecticides, disinfecting sprays, spray paints and cleaning products (no MSDS present on site - health hazard) // \* Aromatherapy Diffuser (fire and safety concern - per district policy items are not allowed)

Associate Principal Office: \* Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, etc. in use (fire and safety concern - per district policy items are not allowed)

MPR Electrical Room: Used as storage - \* Electrical Panels, Roof access ladder, Fire panel or Extinguisher Clearance under 36 inches (partially blocked or obstructed)

Office 100B: Colored ribbons and drapes hanging (proof fire retardant is needed) // \* Aromatherapy Diffuser (fire and safety concern - per district policy items are not allowed) // \* Regular extension in use (fire and safety concern - per district policy items are not allowed) it needs to be power surge protected // \* Bean Bags, Couches and sofas not treated (proof of fire retardant treatment)

RM 203: Storage above cabinets - \* Clearance from ceiling not at 24 Inches or storage above upper cabinets not allowed (per Fire Marshall code) // \* Household wipes, insecticides, disinfecting sprays, spray paints and cleaning products (no MSDS present on site - health hazard) // RR floor is stained needs to be cleaned and sealed

RM 204: Storage above the cabinets.// RR stained floor toilet needs caulking // Electrical cover missing next to Exterior Lamp

RM 301: Fire Extinguisher bracket loose from wall // \* Aromatherapy Diffuser (fire and safety concern - per district policy items are not allowed) // \* Clearance from ceiling not at 24 Inches or storage above upper cabinets not allowed (per Fire Marshall code)

RM 302: \* Aromatherapy Diffuser (fire and safety concern - per district policy items are not allowed) //

RM 303: door mechanism cover msg // Fabric on the walls - \* Untreated fabric on walls (proof of fire retardant treatment) // CVESD Form - Quick reference card & williams notice missing

RM 304: Door Mechanism cover missing // \* Clearance from ceiling not at 24 Inches or storage above upper cabinets not allowed (per Fire Marshall code) // Fabric on the walls - \* Untreated fabric on walls (proof of fire retardant treatment)

RM 401: Fabric on the walls - \* Untreated fabric on walls (proof of fire retardant treatment) //

## School Facility Conditions and Planned Improvements

			<p>RM 402: Fabric on the walls - * Untreated fabric on walls (proof of fire retardant treatment) // * Household wipes, insecticides, disinfecting sprays, spray paints and cleaning products (no MSDS present on site - health hazard)</p> <p>RM 403: Fabric on the walls - * Untreated fabric on walls (proof of fire retardant treatment) // * Aromatherapy Diffuser (fire and safety concern - per district policy items are not allowed)</p> <p>RM 404: * Clearance from ceiling not at 24 Inches or storage above upper cabinets not allowed (per Fire Marshall code) //</p> <p>RM 405: * Clearance from ceiling not at 24 Inches or storage above upper cabinets not allowed (per Fire Marshall code) // * Electrical Panels, Roof access ladder, Fire panel or Extinguisher Clearance under 36 inches (partially blocked or obstructed)</p> <p>RM 601 : Fabric on the walls - * Untreated fabric on walls (proof of fire retardant treatment) // Stained ceiling tile // * Household wipes, insecticides, disinfecting sprays, spray paints and cleaning products (no MSDS present on site - health hazard) //</p> <p>RM 602: Fabric on the walls - * Untreated fabric on walls (proof of fire retardant treatment) // * Household wipes, insecticides, disinfecting sprays, spray paints and cleaning products (no MSDS present on site - health hazard) // * Electrical Panels, Roof access ladder, Fire panel or Extinguisher Clearance under 36 inches (partially blocked or obstructed) -- *** Fire Extinguisher blocked bu bookshelf</p> <p>RM 603: Fabric on the walls - * Untreated fabric on walls (proof of fire reta</p>
<p><b>Structural:</b> Structural Damage, Roofs</p>	X		<p>RM 904: * Clearance from ceiling not at 24 Inches or storage above upper cabinets not allowed (per Fire Marshall code) // * Household wipes, insecticides, disinfecting sprays, spray paints and cleaning products (no MSDS present on site - health hazard) //Storage above cabinets // GUTter Missing in the front of classroom // Down spout missing</p>
<p><b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	X		<p>201 Kinder: Window panes severaly scratched // Storage above cabinets - * Clearance from ceiling not at 24 Inches or storage above upper cabinets not allowed (per Fire Marshall code) // * Wax finishing is worn down - * Vinyl Tile Floor cleaning recommended (Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base at least 2-3 coats, apply wax with I-Shine 2-3 coats // Room divider missing a whell ( safety concern) it can tilt over // * Hanging cable/string/wire/yarn across windows or classroom (if across window 6-12 inches away from blind slats are needed)</p> <p>202 Restroom: RM 303: door mecganism cover msg // Fabric on the walls - * Untreated fabric on walls (proof of fire</p>

## School Facility Conditions and Planned Improvements

			<p>retardant treatment) // CVESD Form - Quick reference card &amp; williams notice missing                      RM 304: Door Mechanism cover missing // *                      Clearance from ceiling not at 24 Inches or storage above upper cabinets not allowed (per Fire Marshall code) // Fabric on the walls - * Untreated fabric on walls (proof of fire retardant treatment)                      RM 700C Office: Tackboard trim missing above door and on one side is coming off                      RM 902: Rust Hole on fron door Exterior side / Rust is starting to show also on the inside ( needs cosmetic touch up) // * Clearance from ceiling not at 24 Inches or storage above upper cabinets not allowed (per Fire Marshall code) // * Aromatherapy Diffuser (fire and safety concern - per district policy items are not allowed)</p>
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## 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.

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	35	39	54	53	47	46
<b>Mathematics</b> (grades 3-8 and 11)	20	30	41	43	33	34

## 2022-23 CAASPP Test Results in ELA by Student Group

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	325	314	96.62	3.38	38.98
<b>Female</b>	159	154	96.86	3.14	42.86
<b>Male</b>	166	160	96.39	3.61	35.22
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	285	275	96.49	3.51	38.69
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	15	14	93.33	6.67	35.71
<b>English Learners</b>	138	128	92.75	7.25	13.39

<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	278	272	97.84	2.16	38.75
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	57	55	96.49	3.51	10.91

## 2022-23 CAASPP Test Results in Math by Student Group

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

<b>CAASPP Student Groups</b>	<b>CAASPP Total Enrollment</b>	<b>CAASPP Number Tested</b>	<b>CAASPP Percent Tested</b>	<b>CAASPP Percent Not Tested</b>	<b>CAASPP Percent Met or Exceeded</b>
<b>All Students</b>	325	323	99.38	0.62	29.72
<b>Female</b>	159	157	98.74	1.26	21.02
<b>Male</b>	166	166	100.00	0.00	37.95
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	285	283	99.30	0.70	28.62
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	15	15	100.00	0.00	46.67
<b>English Learners</b>	138	137	99.28	0.72	18.98
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	278	277	99.64	0.36	29.24
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	57	55	96.49	3.51	10.91

## 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. 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 CAAs divided by the total number of students who participated in both assessments.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	19.39	27.59	36.97	34.95	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	59	58	98.31	1.69	27.59
<b>Female</b>	31	30	96.77	3.23	26.67
<b>Male</b>	28	28	100.00	0.00	28.57
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	54	53	98.15	1.85	28.30
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	27	26	96.30	3.70	7.69
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	54	53	98.15	1.85	30.19
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 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.

#### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	46.55%	46.55%	46.55%	46.55%	46.55%

## 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.

#### 2023-24 Opportunities for Parental Involvement

Contact Person: Claudia Aldrete  
Contact Person Phone Number: (619) 422-8374  
Contact Person Email: [claudia.aldrete@cvesd.org](mailto:claudia.aldrete@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 Garden Club 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 that 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, and sports team support (Soccer & Cheerleading).

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 Learner Advisory Committee. Please call 422-8374 if you wish to become involved in school activities. Spanish and ASL translations are available.



## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	661	645	251	38.9
Female	316	310	122	39.4
Male	345	335	129	38.5
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	4	4	2	50.0
Asian	8	8	0	0.0
Black or African American	20	14	4	28.6
Filipino	8	8	4	50.0
Hispanic or Latino	565	557	220	39.5
Native Hawaiian or Pacific Islander	8	8	2	25.0
Two or More Races	15	13	6	46.2
White	27	27	10	37.0
English Learners	311	309	117	37.9
Foster Youth	8	6	4	66.7
Homeless	31	27	17	63.0
Socioeconomically Disadvantaged	569	555	221	39.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	116	115	51	44.3

### 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 and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	1.02	0.00	0.02	0.68	1.16	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.01	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

## 2023-24 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 School Pride 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. The 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 the 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 on November 9th 2023. Board of Education approval date is January 17, 2024.

## 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.

### 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	3	3	
1	19	1	3	
2	18	2	3	
3	14	4		
4	19	2	3	
5	20	2	2	
6	17	2	3	

### 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	14	4	3	
1	15	6		
2	17	2	3	
3	15	5		
4	13	3	2	
5	16	3	3	
6	20	1	3	

## 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	19	1	4	0
1	27	2	0	3
2	18	4	1	1
3	16	5	0	0
4	20	1	3	0
5	20	1	2	0
6	25	1	3	0
Other	0	0	0	0

## 2022-23 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	574

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.1
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	1.6
Resource Specialist (non-teaching)	
Other	2

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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
<b>School Site</b>	15,002.58	5,487.46	9,515.12	83,770
<b>District</b>	N/A	N/A	8,864.49	\$87,887
<b>Percent Difference - School Site and District</b>	N/A	N/A	7.1	-2.1
<b>State</b>	N/A	N/A	\$7,607	\$89,574
<b>Percent Difference - School Site and State</b>	N/A	N/A	36.3	-4.1

## Fiscal Year 2022-23 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 Two Behavior Specialists IA's 5 days a week.

We have an Associate Principal to support 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.

Visual and Performing Arts Teachers provide Art, Music, and Physical Education 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 iReady Math, RAZ Kids, BrainPop, Mystery Science, Star Fall, Imagine Learning English, Joy School Learning, 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-led safety activities such as safety patrol.

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

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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
<b>Beginning Teacher Salary</b>	\$54,003	\$54,215
<b>Mid-Range Teacher Salary</b>	\$81,474	\$86,843
<b>Highest Teacher Salary</b>	\$108,524	\$111,440
<b>Average Principal Salary (Elementary)</b>	\$147,193	\$140,851
<b>Average Principal Salary (Middle)</b>	\$0	\$147,065
<b>Average Principal Salary (High)</b>	\$0	\$142,189
<b>Superintendent Salary</b>	\$270,400	\$252,466
<b>Percent of Budget for Teacher Salaries</b>	36.2%	33.16%
<b>Percent of Budget for Administrative Salaries</b>	4.69%	5.15%

## Professional Development

Professional Development at Vista Square is as follows:

For the 2022-2023 School year, our focus is on Guided Reading.

1. Fountas & Pinnell Assessment Kit Training
2. Guided Reading - What is Guided Reading?
3. Guided Reading - Primary and Upper-Grade Quality Indicator Review and Creation
4. Guided Reading - How to Address Struggling Readers?
5. Guided Reading - Planning for Guided Reading
6. Guided Reading - Safe Practice - What it is and What it is Not?
7. Guided Reading - Peer Observation Tools and Planning

For the 2023-2024 School year, our focus is on Guided Reading.

1. Guided Reading- Screeners, Tally, and Analysis
2. Guided Reading- Reading Behaviors
3. Guided Reading- Peer Observations
4. Guided Reading- Literacy Continuum
5. Guided Reading- Depth of Knowledge Questions
6. Guided Reading- Note Taking Student Reading Behaviors

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

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	8		