



Vista Square Elementary School

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

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2016-17 School Accountability Report Card Published During the 2017-18 School Year



Chula Vista Elementary School District

84 East J Street
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District Governing Board

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Armando Farias
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Superintendent

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Assistant 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 45 schools in the Chula Vista Elementary School District. 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, 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 43 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	124
Grade 1	83
Grade 2	89
Grade 3	109
Grade 4	70
Grade 5	83
Grade 6	90
Total Enrollment	648

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2
American Indian or Alaska Native	0.3
Asian	1.2
Filipino	2
Hispanic or Latino	87.7
Native Hawaiian or Pacific Islander	0
White	6.2
Two or More Races	0.5
Socioeconomically Disadvantaged	86
English Learners	53.9
Students with Disabilities	10.8
Foster Youth	0.5

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			
Vista Square Elementary School	15-16	16-17	17-18
With Full Credential	29	30	30
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Chula Vista Elementary School District	15-16	16-17	17-18
With Full Credential	♦	♦	1281
Without Full Credential	♦	♦	8
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Vista Square Elementary School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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 2017-18)

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%
Foreign Language	N/A Percent of students lacking their own assigned textbook: N/A
Health	N/A Percent of students lacking their own assigned textbook: N/A
Visual and Performing Arts	N/A Percent of students lacking their own assigned textbook: N/A
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A Percent of students lacking their own assigned textbook: N/A

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) Year and month in which data were collected: 3/1/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			800 Girls RR: right sink tilted and needs chaulking; ceiling around light needs to be painted; vent has blue tape all around it
Interior: Interior Surfaces	X			301 CR: ceiling tile stained 401 CR: plug in air freshener , paper hanging from ceiling 403 CR: drinking fountain low pressure, light out , faucet Loose 902 CR: stained ceiling tile 909 CR: hole in wall , electrical panel blocked
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			400 Bldg. Boys RR: vents dirty 802 CR: vent dirty 906 CR: electrical panel obstructed ,clutter in rest room
Electrical: Electrical		X		201 Kinder: multi plug outlet , soap dispenser loose , drinking fountain low pressure, light out 203 Kinder: electrical panel obstructed , plug in air freshener ,faucet knob loose 302 CR: light switch cover with paper 400 Staff RR: electrical panel blocked 401 CR: plug in air freshener , paper hanging from ceiling 402 CR: electrical panel not secure missing screws 605 CR: electrical panel needs blank plates 800 Work Room : electrical panel obstructed 901 CR: electrical panel obstructed ,cleaner under sink 904 CR: exit sign inoperative 906 CR: electrical panel obstructed ,clutter in rest room 909 CR: hole in wall , electrical panel blocked 911 Preschool: North east exit sign needs bulbs light outunge: multi plug outlet on GFCI Stage Mech: electrical panel blight outcked

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 3/1/2017

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				201 Kinder: multi plug outlet , soap dispenser loose , drinking fountain low pressure, light out 203 Kinder: electrical panel obstructed , plug in air freshener ,faucet knob loose 204 Kinder: toilet leaking from base , fire extinguisher missing hanger 403 CR: drinking fountain low pressure, light out , faucet Loose 601 CR: fountain low pressure 803 CR: drinking fountain knob detached 900 girls RR: 2nd sink push knob missing 910 CR: faucet loose
Safety: Fire Safety, Hazardous Materials	X				201 Kinder: multi plug outlet , soap dispenser loose , drinking fountain low pressure, light out 203 Kinder: electrical panel obstructed , plug in air freshener ,faucet knob loose 204 Kinder: toilet leaking from base , fire extinguisher missing hanger 401 CR: plug in air freshener , paper hanging from ceiling 405 CR: pesticides under sink 901 CR: electrical panel obstructed ,cleaner under sink 906 CR: electrical panel obstructed ,clutter in rest room
Structural: Structural Damage, Roofs	X				Kinder Playtoy:
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				202 Kinder: 911 Preschool: North east exit sign needs bulbs
Overall Rating	Exemplary	Good	Fair	Poor	Met with Principal, who spoke to custodial staff regarding cleanliness and simple repair issues and work orders submitted for maintenance and repairs
		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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	41	42	62	62	48	48
Math	26	32	48	49	36	37

* 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	64	37	67	62	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	24.1	39.2	16.5

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	88	84	95.5	36.9
Male	55	51	92.7	37.3
Female	33	33	100.0	36.4
Hispanic or Latino	81	77	95.1	35.1
Socioeconomically Disadvantaged	79	75	94.9	33.3
English Learners	42	40	95.2	17.5
Students with Disabilities	12	11	91.7	81.8

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	343	325	94.75	42.15
Male	188	178	94.68	39.33
Female	155	147	94.84	45.58
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	300	286	95.33	38.81
White	21	20	95.24	70
Socioeconomically Disadvantaged	304	286	94.08	40.56
English Learners	213	198	92.96	35.35
Students with Disabilities	55	52	94.55	5.77
Foster Youth	--	--	--	--

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 2016-17 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	343	335	97.67	32.24
Male	188	184	97.87	34.24
Female	155	151	97.42	29.8
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	300	293	97.67	29.69
White	21	20	95.24	50
Socioeconomically Disadvantaged	304	296	97.37	30.07
English Learners	213	209	98.12	31.1
Students with Disabilities	55	52	94.55	0
Foster Youth	--	--	--	--

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

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:

- a. Parent Club (Room parents) supports many projects for the benefit and welfare of our children's academic, social and physical growth.
- b. 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.
- c. 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.
- e. Parents are invited to join our School Site Council which meets once per month.
- f. Parents are critical members of the Respect for All Behavior Committee, Community Garden days, 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, which includes English Language Advisory Committee members. 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, Kind 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 October 2017 regular meeting.

Suspensions and Expulsions

School	2014-15	2015-16	2016-17
Suspensions Rate	0.4	1.1	0.8
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	0.7	0.6	0.6
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement		16
Percent of Schools Currently in Program Improvement		43.2

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	1.5
Library Media Teacher (Librarian)	.8
Library Media Services Staff (Paraprofessional)	
Psychologist	0.8
Social Worker	1
Nurse	1
Speech/Language/Hearing Specialist	2
Resource Specialist	1
Other	1
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	22	19	18	2	4	3	3	2	4			
1	18	22	21	1	1	3	4	3	1			
2	23	21	23	1	2		2	2	3			
3	23	17	20		1	1	3	3	5			
4	25	26	24			1	3	3	2			
5	27	29	27				3	2	3			
6	24	28	24	1	1	1	2	4	3			
Other	16	10	2	1	1	1						

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

Professional Development provided for Teachers

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.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,672	\$48,678
Mid-Range Teacher Salary	\$70,414	\$78,254
Highest Teacher Salary	\$93,793	\$96,372
Average Principal Salary (ES)	\$124,057	\$122,364
Average Principal Salary (MS)		\$125,958
Average Principal Salary (HS)		\$126,758
Superintendent Salary	\$265,166	\$212,818
Percent of District Budget		
Teacher Salaries	38%	38%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at 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 Counselor 4 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.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$11,284.91	\$3,620.94	\$7,663.97	\$72,701.00
District	♦	♦	\$166,094.33	\$72,171
State	♦	♦	\$6,574	\$78,363
Percent Difference: School Site/District			-1.2	-0.3
Percent Difference: School Site/ State			21.6	-4.7

* Cells with ♦ do not require data.

Collaboration resource teachers were hired to provide Character Education, Music & 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 the Accelerated Reader, SuccessMaker, Imagine Learning, Star Fall 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 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 <http://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.