



Veterans Elementary School

1550 Magdalena Avenue • Chula Vista, CA 91913 • (619) 216-1226 • 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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School Description

Veterans Elementary opened in 2005, serving a K-6 population. The school is located in southeast of San Diego County in the city of Chula Vista. It is located in an area of new homes and apartments. Veterans is about five miles from the U.S./Mexico border. Veterans was the 43rd elementary school to open in the Chula Vista Elementary School District. The school has four permanent classroom pods, a library media center, an auditorium, and an administrative building.

We have a very diverse student population. Approximately 22% of the students qualify for the free and reduced National School Lunch Program. Approximately 17% of the students are English Learners, 11% qualify for GATE, 20% are Filipino, and 49% are Hispanic. There are 35 general education teachers, 2 special education teachers, 5 part-time visual and performing arts teachers. We have a full-time Associate Principal, a full-time and part-time Resource Teacher, two Speech Teachers, 2.5 days/week with a nurse on site, and 4 days/week with a psychologist on site.

The mission of Veterans Elementary is to provide all children with a world class education.

Veterans Elementary School provides a safe, nurturing, supportive learning environment for every member of the school community. We foster the continuous academic and social growth of all students by engaging them in challenging, enriching learning experiences that meet their individual needs and prepare them for life in the 21st century. This is accomplished by immersing students in a Common Cores Standards curriculum, which demonstrates relevance to their lives, provides in-depth experiences in all curricular areas and provides a strong foundation for future learning. The building blocks of the academic program are commitment, competency, communication, and collaboration. Staff members take responsibility for basing instruction on best practices by engaging in ongoing professional development through research, reading, and collaboration. Teachers are adept at using ongoing assessments and data to guide instruction. Emphasis is placed on adherence to grade level content standards, ongoing assessment, differentiation, and grade level collaboration. Techniques, strategies, and results are shared with parents on an ongoing basis, thereby giving parents the opportunity to be true partners in the academic growth of their children.

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	112
Grade 1	112
Grade 2	128
Grade 3	136
Grade 4	138
Grade 5	130
Grade 6	129
Total Enrollment	885

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	6.9
American Indian or Alaska Native	0.3
Asian	4.9
Filipino	20.2
Hispanic or Latino	49
Native Hawaiian or Pacific Islander	0.6
White	12.2
Two or More Races	5.5
Socioeconomically Disadvantaged	26.9
English Learners	20.7
Students with Disabilities	10.5
Homeless	0.1

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials for Veterans Elementary	18-19	19-20	20-21
With Full Credential	38	37	38
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0		

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 Veterans Elementary School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0		
Total Teacher Misassignments*	0		
Vacant Teacher Positions	0		

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 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: January 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Education Adopted, Adopted in 2017-18. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Houghton Mifflin Harcourt Go Math! K-6, Adopted in 20015-16. 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)

Veterans added 6 new classrooms during the summer of 2010. This allows more space to ensure that all students living within the area can be placed at their neighborhood school rather than being overflowed to a nearby school site. Classroom space at Veterans Elementary School is adequate to support our school's current enrollment. There is room for growth in enrollment. The District maintains a planned program, which ensures routine maintenance functions are performed on a scheduled basis. The school custodial staff performs basic cleaning operations daily.

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: 10/9/2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	402 CR: IT cover off under teacher work station, thermostat cover broken
Interior: Interior Surfaces	Fair	300 Boy's RR: Multiple cracks in floor. 300 Girl's RR: holes in terrazzo 300 Work Room: countertop laminate chipped, file cabinet not secured 306 CR: Faucet handle falls off, cabinet door needs adjustment (near workroom door) 307 CR: stained carpet 400 S Resource: 6 wire racks not secured to walls. 406 CR: missing piece of carpet 509 resource: 6 shelves not secured. 510 Resource: shelves not secure, plug in air freshener, missing blinds 600 Girl's RR: paint cracking 600 Work Room: Wire racks at both ends not secured. 607 CR: sink doors need adjustment, covebase peeling Conference: 1 book shelf not secure. Kitchen Storage: door from M.P. to kitchen chipped MP Boy's RR: Floor has cracks. Stage: Clock is missing or install block off plate.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	501 CR: stains on rug.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Electrical: Electrical	Good	301 CR: door to court yard hard to open, outlet cover missing under teachers computer desk 308 CR: IT Box fell out of wall (under whiteboard) 402 CR: IT cover off under teacher work station, thermostat cover broken 404 CR: Electrical socket falling out of wall under teacher work station 502 CR: Plug in air freshener, outlet under whiteboard falling out, covebase peeling, stained ceiling tile 507 : loose outlet by white board wall. 702 CR: electrical socket loose next to sink, electric socket covered with fabric next to door/sink Kitchen: Emergency lights over sink do not work. MP: 2 Lights out, North side of kitchen exterior door closes to hard, R side of stale emergency lights do not work. YMCA/CC: No face plate on electric socket under sink, door hinge protector peeling
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	306 CR: Faucet handle falls off, cabinet door needs adjustment (near workroom door) 504 CR: Faucet handle falls off, stained ceiling tile 505: loose faucet handle, stained ceiling tile 508 CR: sink faucet loose 601 CR: broken formica on sink countertop, sink very loose 605 CR: Need to adjust doors on sink, center room door doesn't close properly 607 CR: sink doors need adjustment, covebase peeling 706 CR: Faucet handle falls off, plug in air freshener

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<p>Safety: Fire Safety, Hazardous Materials</p>	<p>Good</p>	<p>300 custodian next to rrs external: electrical panel blocked, door is hard to shut 300 S Resource: plug in air freshener 502 CR: Plug in air freshener, outlet under whiteboard falling out, covebase peeling, stained ceiling tile 510 Resource: shelves not secure, plug in air freshener, missing blinds 603 CR: diffuser plugged in next to sink. 702 CR: electrical socket loose next to sink, electric socket covered with fabric next to door/sink 706 CR: Faucet handle falls off, plug in air freshener AP: diffuser plug in Child Care Ext. Custodian: Roof ladder blocked. MP External Mechanical: electrical panel blocked MP Roof access fire riser external: Access ladder blocked on west side. Stage Electrical: Stores Items. Stage Roof access: electrical panel blocked, roof access blocked, items stored againts water heater.</p>
<p>Structural: Structural Damage, Roofs</p>	<p>Good</p>	<p>300 N Resource Room: 1 stained tile. 401 CR: stained ceiling tile 502 CR: Plug in air freshener, outlet under whiteboard falling out, covebase peeling, stained ceiling tile 504 CR: Faucet handle falls off, stained ceiling tile 505: loose faucet handle, stained ceiling tile</p>

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<p>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	<p>Good</p>	<p>300 custodian next to rrs external: electrical panel blocked, door is hard to shut 301 CR: door to court yard hard to open, outlet cover missing under teachers computer desk 510 Resource: shelves not secure, plug in air freshener, missing blinds 605 CR: Need to adjust doors on sink, center room door doesn't close properly Kinder Playtoy: rubber on platforms showing metal MP: 2 Lights out, North side of kitchen exterior door closes to hard, R side of stale emergency lights do not work. Play Toy: Up in the middle there is a loose blue bar, climbing staicase is loose (next to rock wall) Playground: 300 bldg. PIV/Fire Depart. Connection missing a cover, back stop bolts are too long also missing 2 middle support bars. Stage Roof access: electrical panel blocked, roof access blocked, items stored againts water heater. YMCA/CC: No face plate on electric socket under sink, door hinge protector peeling</p>
<p>Overall Rating</p>	<p>Good</p>	<p>Met with principal who spoke with custodial staff to arrange for the necessary repairs.</p>

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	72	N/A	64	N/A	50	N/A
Math	64	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	32	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 persons:

Angela Rosendale, Principal
angela.rosendale@cvesd.org

Claudia Aldrete, Associate Principal
alaudia.aldrete@cvesd.org

Contact Phone Number: (619) 216-1226
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Parents/guardians have the opportunity to volunteer in the classroom or at various offices on the school site. Parent/guardians are asked to sign in and wear a volunteer badge to identify them as volunteers. In addition, parents/guardians can run for the School Site Council (S.S.C.) and the Parent Teacher Association (P.T.A). Other opportunities for participation include School Site Council (SSC), English Learner Advisory Committee (E.L.A.C.), Safety Committee, Coffee Chat with Veterans Leadership, Military Meet and Greet Meetings, Back to School Night, Fall Festival and by volunteering in classrooms.

Parent Participation

Research shows a high correlation between parent involvement and effective schools. We encourage parents to become actively involved in our school by inviting parents to volunteer in classrooms, participate in ELAC, GATE, and other after-school programs. We have Parent Information Nights to keep parents informed about assessment, curriculum and instruction and we provide parents with ways in which they can become partners with us in the education of their children. The PTA sponsors enrichment programs and provides materials for the benefit and welfare of our children and the community. Five parents took an active part in school planning by serving as members of the School Site Council. This included overseeing the budget, Safe School Plan and the School Site Plan. In addition, parents at Veterans are provided the opportunity to participate in parent workshops sessions to learn how to support their children at home with reading, writing, and math. Additionally, we have monthly Coffee Chats with Veterans Leadership where the principal seeks input from parents regarding concerns on campus.

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)

The school safety plan is updated each year with input from parents, staff, Chula Vista Police Department, and Chula Vista Fire Department. The School Site Council approved the School Safety Plan on January 19, 2021. Due to COVID-19, additional safety protocols have been implemented. The disaster team is updated within the first month of every school year. Emergency drills are conducted on a regular basis. Fire drills are held on a monthly basis and earthquake drills every 3 months. This year, we continue to have a Veterans Safety and Emergency Preparedness Committee to collaborate with all stakeholders and continue to promote school safety. The Safety Patrol provides students and parents safe crossing at established areas around the school.

The goal of Veterans Elementary is to meet the academic, social and emotional needs of our students through a collaborative partnership with students, parents, staff and community. Students and staff must be equipped with the necessary training, tools and services in order to assure a safe, secure learning environment. Teachers are provided with and trained on updated procedures and/or policies that affect school safety. Uniform school rules and consistent discipline policies are established and posted throughout the school. Fire and disaster drills are conducted and staff is continually trained and updated regarding their responsibilities in case of an emergency. Adequate playground supervision is provided by classified supervisors and certificated staff. Veterans Safety Patrol members and the School Resource Officer are posted at the front of the school to assist children crossing the street and vehicles entering the upper parking lot. Clear plans and supervision are established for students who ride the bus, walk or are dropped off by parents. In the event of an emergency, Veterans has a comprehensive response plan in the Safe School Plan, which was updated and approved by School Site Council on January 19, 2021.

The Veterans staff believes in high expectations for all students, both academically and socially. Most teachers have received CLAD (Cognitive Language Acquisition Development) certification, G.L.A.D training, and have been trained in English Language Development Instruction and use this training to ensure Limited English Proficient students benefit equally from classroom instruction. This year, teachers will continue to expand their use of strategies to differentiate instruction based on data analysis. We will also continue to deconstruct standards and provide rigorous instruction. Instructional practices are monitored throughout the year. It is our belief that, when students feel successful about their education, they tend to make better choices about treating others in a respectful manner. All staff is in-serviced annually on Blood Borne Pathogens and sexual harassment and they receive written information regarding the definition of sexual harassment and procedures to be followed to register a complaint. Additionally, all staff will receive professional development and training on their roles and responsibilities in the event of an emergency or disaster. Additionally, all visitors/volunteers to the school campus sign in at the office using the new Raptor System to ensure student safety and accountability for adults on campus in case of an emergency.

This year, Veterans has new COVID-19 Ingress/Egress Procedures. We have altered the way people move in and out of the school in order to comply with social distancing recommendations. We have also placed signage all over campus reminding everyone to maintain 6 feet of physical separation. Fire and life safety requirements, including those mandating a minimum number of emergency exits, have not changed as a result of COVID-19 or social distancing. The potential for a fire and the need for emergency exits has not changed, regardless of the number of people in a building.

It is important to note that we will remain vigilant and aware during this challenging time by reporting any instances of emergency exits being blocked or otherwise inaccessible during an emergency. We have also minimized the number of individuals on campus by allowing half of the student body to return to campus.

This year, we have also modified our school safety programs and strategies to include COVID-19 safety.

We intend to implement the Core Four Pillars for COVID-19 Safety. These four pillars are essential to mitigating and preventing the spread of the COVID virus. In addition to these four pillars our school is also instituting:

- Cohort model for keeping students and staff limited in contacts
- Providing distance learning for any families who wish to keep children at home during the COVID pandemic.
- Behavioral signage to reiterate the four pillars and our safety procedures
- Limiting shared spaces, equipment and materials

The following strategies are being implemented in order to reduce and prevent the spread of COVID and other viruses:

- Physical Distancing
- Increased cleaning, disinfecting and hygiene
- Health monitoring and contact tracing
- Wearing of personal protective equipment
- Only allowing necessary visitors and vendors on campus.

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	0.5	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	0.3	0.6	2.5
Expulsions	0.0	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	
Social Worker	
Nurse	0.5
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	3

*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	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	23	1	5		23	1	4		19	2	4	
1	25		5		25		5		19	2	4	
2	22	1	5		23		5		18	2	5	
3	21	1	5		22	2	4		19	3	4	
4	30		3		23		5		20	2	5	
5	24	1	4		29		4		16	5	3	
6	30		6		25	3	4		22	2	4	
Other**	9	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	22	21	

Professional development is based on our school's data. The District provided Resource Teacher and the school's Instructional Leadership Team, site lead learners, are offered district professional development on our identified areas of need.

Each year, teachers engaged in Professional Development Cycles to monitor, measure and modify best teaching practices to support school goals. Based on school data, teachers receive training which is aligned to an area for growth. The District provided Resource Teacher and the school's ILT are offered district professional development aligned to the District's Instructional Focus. The plan for professional development includes on-site coaching by teachers, District provided Resource Teacher, and administration.

Each year, targeted professional improvement activities are provided for teachers, instructional aides, and other employees. All teachers at Veterans are highly qualified. Staff development topics arose from analyzing data and professional growth needs.

Activities reflect the school's goals and objectives and are part of our Site Plan for Student Achievement.

2020-2021:

*Mathematics:

- Learning Intentions & Success Criteria
- Quality Indicators

2019-2020:

*Mathematics:

- Academic Discourse
- High Impact Language Strategies – Three Reads Protocol
- Learning Intentions & Success Criteria

*Designated – English Language Development

*Social Emotional Learning

During the 2017-2018 and 2018-2019 school year, professional development included on-site coaching by District provided Resource Teacher and administration. Our professional development plan included: Writing through the San Diego Area Writing Project, Guided Language Acquisition Design (GLAD), formative writing assessments, and Writing and Rigor.

Designated and Integrated ELD (K-6), Achieve 3000/Smarty Ants, District provided Dual Immersion Spanish Language Arts, Benchmark/Adelante, and ELPAC. Teachers understand how to unpack grade-level standards and continue to utilize learning objectives to support teaching and learning. Teachers use the Gradual Release of Responsibility model of instruction to ensure rigorous and scaffolded learning takes place daily. Additionally, to ensure that all student needs are met and addressed, teachers have engaged in Restorative Practice and Sanford Harmony training which is curriculum that addresses Social Emotional Learning.

The goal is to continue to build capacity and instructional leadership at the site for every teacher.

Principal and Associate Principal will participate in professional development to learn skills and strategies to build stronger leadership capacity at school through our Instructional Leadership Team and grade level collaboration.

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/.

Types of Services Funded

Students in need of additional support and instruction were provided with a variety of services and materials through categorical funds. These funds were used to provide support for all students as well as any target groups. Programs offered included:

- Illuminate Data Management System
- Part Time Program Support Teachers for teacher collaboration. Visual art classes are provided to students every other week.
- Technical Computer Support
- Standards based supplemental materials
- Additional instructional assistant for primary grades
- Before/after school programs
- NGSS materials
- GATE program
- Accelerated Reader
- Achieve 3000
- Next Gen Math

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.

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	11,716.87	3,707.01	8,009.86	85,026
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	3.9
School Site/ State	3.3	1.0

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