

Clear View Elementary School

2021 School Accountability Report Card



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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 School Contact Information

School Name	Clear View Elementary School
Street	455 Windrose Way
City, State, Zip	Chula Vista, CA 91910
Phone Number	(619) 498-3000
Principal	Ray DeVore
Email Address	ray.devore@cvesd.org
School Website	https://clearviewvoyagers.edublogs.org/
County-District-School (CDS) Code	37-68023-6109771

2021-22 District Contact Information

District Name	Chula Vista Elementary School District
Phone Number	(619) 425-9600
Superintendent	Oscar Esquivel, Interim Superintendent
Email Address	oscar.esquivel@cvesd.org
District Website Address	www.cvesd.org

2021-22 School Overview

School Mission

As a nurturing learning community, Clear View School develops the knowledge and thinking skills and attitudes which empower all students to become influential contributors in an ever changing global society. Above all else, Clear View stands for relationships and success to build leaders.

School Description

Clear View School opened in September, 1991, and became the State of California's 68th Charter School in 1994. Clear View was a conversion charter school as part of the Chula Vista Elementary School District. Clear View has been honored as a "California Distinguished School" and has received numerous awards thanks to a vital partnership between school, home, and community. In the 2008-09 school year, the staff voted to return to district status, no longer operating as a charter.

The school is located just up the hill from the Terra Nova Shopping Center. Beautifully landscaped grounds and a 37 ton fossil rock greet visitors, staff, and students. The campus is arranged in a pod-like format, with four classrooms and a workroom in each pod. On the Clear View campus there are five pods with an additional building housing six classrooms and a workroom as well as an on site childcare center operated by the South Bay YMCA. Currently, Clear View has 26 classroom teachers (Preschool - 6 grades), one full time and two half time VAPA teachers, one reading impact teacher, one resource specialist, one principal, and a full time school psychologist. Clear View is unique in that it offers a Dual Language Immersion Spanish/English program for grades TK-6. In addition, Clear View has three Moderate to Severe Special Day Classes TK-6 and two Preschool Special Day classes.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	95
Grade 1	80
Grade 2	73
Grade 3	65
Grade 4	78
Grade 5	84
Grade 6	60
Total Enrollment	535

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.1
Male	52.9
Asian	2.2
Black or African American	4.1
Filipino	8.8
Hispanic or Latino	67.5
Native Hawaiian or Pacific Islander	0.4
Two or More Races	4.3
White	12.7
English Learners	17
Foster Youth	0.4
Homeless	0.2
Socioeconomically Disadvantaged	42.2
Students with Disabilities	13.1

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.6	88.9	1227.0	88.7	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	5.1	0.4	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.5	9.8	31.4	2.3	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.0	0.0	14.0	1.0	12115.8	4.4
Unknown	0.3	1.3	106.0	7.7	18854.3	6.9
Total Teaching Positions	25.4	100.0	1383.7	100.0	274759.1	100.0

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	2.5
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	2.5

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	7.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

2021-22 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 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.

Year and month in which the data were collected

August 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark K-6 in English and Spanish adopted 2017	Yes	0%
Mathematics	Go Math K-6, English and Spanish, adopted in 2014-2015. Eureka Engage NY Math used to supplement math instruction.	Yes	0%
Science	Houghton-Mifflin Science series for Kindergarten to Sixth Grade English and Spanish. Adopted in the Spring of 2008	Yes	0%

History-Social Science	K-Fifth History/Social Science for California Publisher- Scott Foresman. Curriculum is in English and Spanish. Sixth Grade History Alive. The Ancient World. Publisher- Teachers' Curriculum Institute. This curriculum is in English and Spanish. Both were adopted 2007.	Yes	0%
Foreign Language	Benchmark Adalante (Spanish district adopted curriculum)	Yes	0%

School Facility Conditions and Planned Improvements

Classroom space at our school is adequate to support our school's current enrollment. The District maintains a planned program, which ensures routine maintenance functions are performed on a scheduled basis. Custodial staff performs basic cleaning operations daily. None of the eight emergency facilities needs specified in Education Code Section 17592.72 (c)(1) exist at our school.

Year and month of the most recent FIT report

11/6/2018

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Health office: sink stained..toilet AND sink need caulking. Missing panel on AC vent
Interior: Interior Surfaces		X		700 boys RR: sink needs caulking..GFCI does not work...holes in wall on FRP...urinal needs caulking...door rusty..FRP wall dirty 700 girls RR: sink needs caulking...GFCI does not work...holes in wall at FRP..ceiling tile stained..cracked ceiling tiles CR 706: sink top: end cap broken off...sink top has water damage...tack board stained Kinder 601: stained ceiling tile, sinks need caulking Kinder 603: Ceiling tile stained Mail room: Stained ceiling Tile MP boys RR: sink needs caulking..urinal partitions are loose Multipurpose: ceiling tiles stained..tackboard damaged Office: Ceiling Tile Missing Stage: Black paint spilled on stage, 2 lights out, curtains are ripped, missing light cover Work room: hallway tackboard damaged YMCA: ceiling tile stained...holes in tack board...exterior siding "T-111" has water damage on bottom
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			700 playground: snake screen pulling away..back stop fence rolling up(not secured at

School Facility Conditions and Planned Improvements

			bottom)...asphalt has big divit in it(tripping hazard)
Electrical	X		<p>700 boys RR: sink needs caulking..GFCI does not work...holes in wall on FRP...urinal needs caulking...door rusty..FRP wall dirty</p> <p>700 girls RR: sink needs caulking...GFCI does not work...holes in wall at FRP..ceiling tile stained..cracked ceiling tiles</p> <p>Admin Reception: Three lights out</p> <p>CR 704: one light is out, stained ceiling tile</p> <p>Library: Phone jack hanging from wall, Fire extinguisher not hanging on wall</p> <p>Stage Storage:</p>
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X	<p>200 center room: sink needs caulking..ceiling tile stained..water pressure low</p> <p>CR 201 SPCH ELD: ceiling tile stained..sink needs caulking, carpet seam coming apart</p> <p>CR 203: sink needs caulking, stained ceiling</p> <p>CR 301: ceiling tile cracked..water fountain very low</p> <p>CR 303: ceiling tile stained..sink needs caulking, fountain nob comes off</p> <p>CR 701: sink top end cap broken off..drawers missing laminate trim</p> <p>CR 705: sink top end cap is broken off</p> <p>CR 706: sink top: end cap broken off...sink top has water damage...tack board stained</p> <p>Health office: sink stained..toilet AND sink need caulking. Missing panel on AC vent</p> <p>Kinder 602: restroom toilet seat loose...sink needs caulking</p> <p>Lounge: suspension ceiling is sagging..sink AND backsplash need caulking</p> <p>MP mens RR: toilet seat loose, holes in partitions, walls stained</p>
Safety: Fire Safety, Hazardous Materials	X		<p>132 kidco: FIRE EXTINGUISHER NOT MOUNTED ON WALL..ITS SITTING ON THE FLOOR, stained ceiling tile, holes in wall</p> <p>Center workroom: coffee maker and refrigerator in room, Black Flag Ant and Roach Killer</p> <p>CR 403: ceiling tile stained, DF stick on, No fire extinguisher</p> <p>CR 703: Electrical panel blocked</p>

School Facility Conditions and Planned Improvements				
				Kinder 604: ceiling tile stained...spray bottle of "409" under sink..bottom rim of sink dirty, broken ceiling tile,3 lights out, DF cap comes off,
Structural: Structural Damage, Roofs	X			Multipurpose: ceiling tiles stained..tackboard damaged
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			CR 202: Door doesn't shut properly,

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).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	292	NT	NT	NT	NT
Female	141	NT	NT	NT	NT
Male	151	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	11	NT	NT	NT	NT
Filipino	26	NT	NT	NT	NT
Hispanic or Latino	200	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	15	NT	NT	NT	NT
White	34	NT	NT	NT	NT
English Learners	48	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	110	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	45	NT	NT	NT	NT

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	292	NT	NT	NT	NT
Female	141	NT	NT	NT	NT
Male	151	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	11	NT	NT	NT	NT
Filipino	26	NT	NT	NT	NT
Hispanic or Latino	200	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	15	NT	NT	NT	NT
White	34	NT	NT	NT	NT
English Learners	48	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	110	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	45	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

A3000 Student Groups	A3000 Total Enrollment	A3000 Number Tested	A3000 Percent Tested	A3000 Percent Not Tested	A3000 Percent At or Above Grade Level
All Students	287	264	92	8	56
Female	140	134	96	4	58
Male	147	130	88	12	54
American Indian or Alaska Native	0	0	0	0	0
Asian	31	27	87	13	68

Black or African American	12	10	83	17	33
Filipino	0	0	0	0	0
Hispanic or Latino	192	182	95	5	54
Native Hawaiian or Pacific Islander	2	2	100	0	100
Two or More Races	15	11	73	27	53
White	35	32	91	9	66
English Learners	46	41	89	11	30
Foster Youth	1	1	100	0	0
Homeless	0	0	0	0	0
Military	8	8	100	0	50
Socioeconomically Disadvantaged	129	114	88	12	44
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	41	21	51	49	24

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	287	262	91	9	23
Female	140	132	94	6	25
Male	147	130	88	12	20
American Indian or Alaska Native	0	0	0	0	0
Asian	31	27	87	13	42
Black or African American	12	10	83	17	17
Filipino	0	0	0	0	0
Hispanic or Latino	192	181	94	6	19
Native Hawaiian or Pacific Islander	2	2	100	0	0
Two or More Races	15	11	73	27	20
White	35	31	89	11	31
English Learners	46	41	89	11	4
Foster Youth	1	1	100	0	0
Homeless	0	0	0	0	0
Military	8	7	88	13	25
Socioeconomically Disadvantaged	129	112	87	13	15
Students Receiving Migrant Education Services	0	0	0	0	0

Students with Disabilities	41	21	51	49	7
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*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	--	N/A	28.72

2020-21 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. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	84	NT	NT	NT	NT
Female	41	NT	NT	NT	NT
Male	43	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	58	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	26	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	NT	NT	NT	NT

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

Research shows a high correlation between parent involvement and effective schools. We encourage parents to visit and become active in our school. Parents are encouraged to read to their children and support the development of the 7 Habits at home, provide cultural activities, encourage mental math, and attend school functions with their children.

Key committees where parents can be involved include: School Site Council (SSC), Parent-Teacher Association (PTA), ELAC committee for parents of English Learners, Safety Committee, and GATE Committee. The PTA sponsors projects for the benefit and enjoyment of our children and the community. Prior to the pandemic, parents and members of the community volunteered more than 8,000 hours in our classrooms, office, and on the playground as well as helping with special events. Five Clear View parents are members of the Site Council, which is the major decision-making body of the school, responsible for budget planning and promoting school activities. Parents are also encouraged to participate as members on one of the other committees such as ELAC, DAC, DELAC, BAC, or PTA and all parents are welcome to attend these meetings to learn more about the school, what is happening, and strengthen the home-school partnership.

The school has provided Family Literature, Math, and Science Nights over the years to give Clear View parents hands-on experience in supporting their children with their continued growth and learning. Throughout the school year, informational meetings on topics such as Achieve3000, Internet safety, GATE, and our Dual Immersion program are conducted.

Clear View's blog, clearviewvoyagers.edublogs.org is updated on a weekly basis with current information pertaining to the school, including activities and events at Clear View. Although protocols have changed the process for volunteering, opportunities to volunteer still exist at school; please call (619) 498-3000 if you wish to become involved.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	574	558	30	5.4
Female	270	263	8	3.0
Male	304	295	22	7.5
American Indian or Alaska Native	0	0	0	0.0
Asian	13	13	0	0.0
Black or African American	23	22	5	22.7
Filipino	50	49	0	0.0
Hispanic or Latino	388	379	22	5.8
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	24	23	0	0.0
White	74	70	3	4.3
English Learners	123	123	9	7.3
Foster Youth	2	2	1	50.0
Homeless	1	1	0	0.0
Socioeconomically Disadvantaged	243	236	22	9.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	85	82	11	13.4

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 collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.00	0.00	0.79	0.02	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.73	0.56	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

The safety and well-being of students is emphasized through regularly conducted emergency preparedness drills, bus evacuation drills, playground supervision, and schoolwide implementation of Positive Behavior Interventions and Supports (PBIS) and our commitment to being a Leader in Me school. In an effort to ensure a safe campus, Clear View is a closed campus. All students must report to the front office before leaving early or when returning to campus and all visitors and/or volunteers must report to the office to sign in and receive a visitor/volunteer badge. All gates are locked during school hours.

Clear View has the benefit of the entire community looking out for the safety of our students. The Clear View School Community embodies the idea that, "It takes an entire village to raise a child." Families keep a close eye on the school after school hours and on weekends. Many community groups and after school programs use the campus for positive activities.

Our regularly scheduled schoolwide Expectations Assemblies and Weekly Monday Morning Messages from the Principal support students by reminding them of our school rules to ensure a safe and positive learning community. Our School Resource Officer (SRO), social worker, and school psychologist support Clear View in ensuring that students are safe physically, socially, and emotionally. Clear View has 4 schoolwide expectations that are consistently taught and reinforced: Safety, Acceptance, Integrity, and Lead. School-wide, teachers are utilizing Leader in Me curriculum and resources, Community Circles, and PBIS to build relationships and provide a classroom environment where students feel included and safe.

Classroom space at our school is adequate to support our school's current enrollment. The District maintains a planned program, which ensures routine maintenance functions are performed on a scheduled basis. Custodial staff performs basic cleaning operations daily. The School Site Council (SSC), ELAC, and Safety Committee reviewed the goals and components of the School Safety Plan in November. The SSC approved the School Safety Plan on November 17, 2021.

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.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	20	1	4	
1	22	2	1	
2	23		3	
3	25		3	
4	29		2	
5	20	1	1	
6	25		3	
Other	12	2		

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	21	1	4	
1	18	2	2	
2	22	1	2	
3	24		3	
4	24		3	
5	21	1	2	
6	23	1	1	
Other	12	2		

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	16	4	2	
1	16	3	2	
2	18	1	3	
3	20	2	1	
4	25		3	
5	25		3	
6	20	1	2	
Other	11	2		

2020-21 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	

2020-21 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)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	2.5

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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
School Site	14,553.30	5,727.09	8,826.21	86,867
District	N/A	N/A	190,145,679	\$82,315
Percent Difference - School Site and District	N/A	N/A	-200.0	5.4
State			\$8,444	\$85,863
Percent Difference - School Site and State	N/A	N/A	4.4	1.2

2020-21 Types of Services Funded

The following programs and supplemental services are provided through Title I, LCAP or other sources of funding: One full-time drama teacher, one part-time dance teacher, one part-time physical education teacher, and part-time aide is employed to deliver services and assessments to English Learners. Our VAPA Collaboration teachers are funded through the district LCAP and Title I funds so that teachers may meet as a grade level team to examine student work and plan instruction. In addition, the school budget supports the following technology programs: Illuminate, RazKids, Scholastic Reader, Mystery Science, Generation Genius, and Learning A-Z . Professional development is also provided for grade level collaboration and individual teacher growth with provisions made for the costs for substitutes outlined in the school budget.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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
Beginning Teacher Salary	\$51,655	\$52,060
Mid-Range Teacher Salary	\$77,932	\$84,043
Highest Teacher Salary	\$103,806	\$107,043
Average Principal Salary (Elementary)	\$137,246	\$133,582
Average Principal Salary (Middle)	\$0	\$138,803
Average Principal Salary (High)	\$0	\$133,845
Superintendent Salary	\$308,616	\$240,628
Percent of Budget for Teacher Salaries	37%	35%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

Based on careful review of statewide, local and school site assessment, and a new textbook adoption, it was determined that staff would be provided with professional development in the area of Shared Reading and Social and Emotional Learning during the 2018-2019 school year after concluding a three year focus on math problem solving. Teachers were working on developing student self-efficacy through clear expectations of student success and developing relationships. For the 2019-2020 school year, data revealed the need to focus on the language development of all students. Collaborative conversations/discussions have been the focus of our PLCs this year. Additionally, Clear View has become a Leader in Me school and has dedicated professional develop time and resources to making this transition. During the 2020-21 school year, the staff will focus on elements of teacher clarity through the integration of standards-based learning intentions and success criteria and providing opportunities for student discourse. Additionally, the staff is focused on integrating the 7 Habits of Highly Effective People into every content area. This year, our focus is on literacy and the consistent implementation of guided reading groups in every classroom four times a week.

Our school professional development around guided reading has been largely directed by our Lighthouse Team and Instructional Leadership Team (ILT), made up of teacher at variety of grade levels. Throughout each quarter our leadership teams meet to develop a professional learning cycle based on articles or research about our topic. Each PLC includes staff meeting topics, collaboration focus, guided classroom visits, and opportunities for vertical articulation within the staff. During Bi-Monthly in school collaboration, teachers build their learning on topics related to our PLC, share data and resources, plan lessons, and analyze student work/data.

Teachers are supported through continual professional development and principal feedback based on teacher needs. Additionally, student data is regularly used to guide next steps in our learning as teachers. As a Leader in Me school, our staff has received two full day trainings from Leader in Me trainers and we have created a Lighthouse team which meets regularly and provides professional development for the staff.

As a site, we will work with our ILT and district support to focus professional development for teachers on collaborative conversations and implementation of high impact language strategies with fidelity. Our Professional development plan will continue to include in school ILT meetings, staff meetings on Friday early release days, during bi-monthly collaboration. Teachers will be supported with this implementation through feedback and coaching from the principal based on student formal and informal data.

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

Subject	2019-20	2020-21	2021-22
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Professional Development

Number of school days dedicated to Staff Development and Continuous Improvement

25

26

22

Chula Vista Elementary School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Chula Vista Elementary School District
Phone Number	(619) 425-9600
Superintendent	Oscar Esquivel, Interim Superintendent
Email Address	oscar.esquivel@cvesd.org
District Website Address	www.cvesd.org

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	13068	6	0.05	99.95	--
Female	6294	1	0.02	99.98	--
Male	6774	5	0.07	99.93	--
American Indian or Alaska Native	28	0	--	100.00	--
Asian	334	0	0.00	100.00	--
Black or African American	539	0	0.00	100.00	--
Filipino	1341	0	0.00	100.00	--
Hispanic or Latino	8810	4	0.05	99.95	--
Native Hawaiian or Pacific Islander	45	0	0.00	100.00	--
Two or More Races	646	0	0.00	100.00	--
White	1325	2	0.15	99.85	--
English Learners	2860	3	0.10	99.90	--
Foster Youth	47	0	0.00	100.00	--
Homeless	154	0	0.00	100.00	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	6569	0	0.00	100.00	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	2097	6	0.29	99.71	--

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	13068	6	0.05	99.95	--
Female	6294	1	0.02	99.98	--
Male	6774	5	0.07	99.93	--
American Indian or Alaska Native	28	0	--	100.00	--
Asian	334	0	0.00	100.00	--
Black or African American	539	0	0.00	100.00	--
Filipino	1341	0	0.00	100.00	--
Hispanic or Latino	8810	4	0.05	99.95	--
Native Hawaiian or Pacific Islander	45	0	0.00	100.00	--
Two or More Races	646	0	0.00	100.00	--
White	1325	2	0.15		--
English Learners	2860	3	0.10	99.90	--
Foster Youth	47	0	0.00	100.00	--
Homeless	154	0	0.00	100.00	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	6569	0	0.00	100.00	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	2097	6	0.29	99.71	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

A3000 Student Groups	A3000 Total Enrollment	A3000 Number Tested	A3000 Percent Tested	A3000 Percent Not Tested	A3000 Percent At or Above Grade Level
All Students	13002	12287	95	5	53
Female	6269	5977	95	5	55
Male	6733	6310	94	6	52
American Indian or Alaska Native	29	28	97	3	48
Asian	1752	1662	95	5	77

Black or African American	526	489	93	7	56
Filipino	0	0	0	0	0
Hispanic or Latino	8711	8260	95	5	46
Native Hawaiian or Pacific Islander	40	39	98	3	65
Two or More Races	607	571	94	6	67
White	1337	1238	93	7	65
English Learners	3019	2856	95	5	21
Foster Youth	38	35	92	8	21
Homeless	55	49	89	11	18
Military	1436	1338	93	7	69
Socioeconomically Disadvantaged	6841	6449	94	6	39
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1975	1692	86	14	20

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

iReady Student Groups	A3000 Total Enrollment	A3000 Number Tested	A3000 Percent Tested	A3000 Percent Not Tested	A3000 Percent At or Above Grade Level
All Students	13002	12276	94	6	27
Female	6269	5959	95	5	26
Male	6733	6317	94	6	28
American Indian or Alaska Native	29	28	97	3	31
Asian	1752	1660	95	5	56
Black or African American	526	487	93	7	23
Filipino	0	0	0	0	0
Hispanic or Latino	8711	8251	95	5	20
Native Hawaiian or Pacific Islander	40	39	98	3	30
Two or More Races	607	573	94	6	39
White	1337	1238	93	7	35
English Learners	3019	2858	95	5	8
Foster Youth	38	35	92	8	3
Homeless	55	49	89	11	4
Military	1436	1333	93	7	39
Socioeconomically Disadvantaged	6841	6430	94	6	15
Students Receiving Migrant Education Services	0	0	0	0	0

Students with Disabilities	1975	1729	88	12	9
*At or above the grade-level standard in the context of the local assessment administered.					