

Halecrest 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/fq/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	Halecrest Elementary School
Street	475 East J St.
City, State, Zip	Chula Vista, CA 91910
Phone Number	(619) 421-0771
Principal	Amber MacDonald
Email Address	amber.macdonald@cvesd.org
School Website	https://halecrest.cvesd.org/home
County-District-School (CDS) Code	37-68023-6037865

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

Description

Halecrest School is one of 47 schools in the Chula Vista Elementary School District, including charters. The school was built in 1961 and consists of self-contained classrooms, a resource room, a library, and a multipurpose cafeteria.

Halecrest Elementary is an amazing school that invests in "growing" respectful and responsible young adults. Student progress in social emotional development and character development is as equally important as academics at Halecrest. Halecrest has always believed in developing the whole child. Students are recognized monthly, during a school-wide assembly, for embodying the strengths which promote good citizenship and character. In a typical year, when we are not bound by COVID-19 guidelines, students have many opportunities for extra curricular enrichment beyond the school day: Sing n' Speak Spanish, Robotics Club, Heartlight Dance, Academic Chess, 21 different field trip opportunities, DASH, Extended Day Program, Mad Science, Christian Youth Theater (CYT), basketball, soccer, flag football, Mileage Running Club, Safety Patrol, and Student Council. Halecrest has Curriculum Night, Fall Festival, a Multi-Cultural Fair, Literacy Week, family movie nights, our Art Night, and many other fun events. Halecrest continues to support year-round visual and performing art classes. Student, parent, and community involvement is a priority at Halecrest. Additionally, we hold parent workshops throughout the year that help bridge the gap between home and school.

The school's site plan goals are focused on improving the proficiency rate of English Language Arts and Math California Standards Tests as well as an increase in the proficiency of the district Local Measures Reading, Math, and Writing assessments. We also have goals specifically for our English Learners, Special Education, and Socio Economically Disadvantaged target populations.

Mission

Halecrest is committed to a balanced educational program that promotes the development of each student's full potential. Our children are self-reliant, confident, and literate. We are eager learners who effectively process, analyze, and assess information. We also encourage problem solving, responsible decision-making, and a lifelong love of learning.

About this School

2020-21 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	98
Grade 1	55
Grade 2	57
Grade 3	85
Grade 4	61
Grade 5	65
Grade 6	62
Total Enrollment	483

2020-21 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	48.2
Male	51.8
American Indian or Alaska Native	0.2
Asian	2.3
Black or African American	1.9
Filipino	3.7
Hispanic or Latino	70.8
Native Hawaiian or Pacific Islander	0.6
Two or More Races	2.1
White	17.4
English Learners	17.8
Foster Youth	0.2
Homeless	0.8
Socioeconomically Disadvantaged	50.9
Students with Disabilities	18.6

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)	21.1	89.4	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)	0.5	2.1	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	2.0	8.4	106.0	7.7	18854.3	6.9
Total Teaching Positions	23.6	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	0.5
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.5

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)	0.0
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 2018

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advanced - adopted July 2017	Yes	0%
Mathematics	Houghton Mifflin GO MATH Adopted 2015	Yes	0%
Science	Houghton-Mifflin Science series for Kindergarten to Sixth Grade English and Spanish. Adopted Spring 2008.	Yes	0%
History-Social Science	Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish).	Yes	0%

School Facility Conditions and Planned Improvements

Classroom space at Halecrest Elementary School is adequate to support our school's current enrollment of 427. Custodial staff perform COVID cleaning protocols operations daily.

During a typical in-person school year.....Students are supervised before school by trained supervisors starting at 8:15am. The traffic patterns are monitored by administration and assisted by the Chula Vista Police Department. During the school day, the school perimeter is secured so that all visitors must enter and egress through the main office.

The District maintains a planned program, which ensures routine maintenance functions are performed on a scheduled basis. Custodial staff performs cleaning operations daily that follow the COVID-19 cleaning protocols. None of the eight emergency facilities needs specified in Education Code Section 17592.72 (c)(1) exist at our school.

Planned Improvements for the 2021-2022 school year.

1. This year, four solar panels structures were installed on our upper playground. They are permanent, cemented structures that offer shade and energy savings.
2. HVAC system will be upgraded at the send of the school year prior to the start of the 2022-2023 school year.
3. The main gas line was reoutfitted with new coupler in January 2022.
4. Three other gas lines on campus were updated (300, 400, and 700 buildings) as well.
5. Walkie Talkies are utilized by all staff for various reasons (communication with front office, if a child elopes - team moves into action, calling student names at dismissal, emergency purposes). The Walkie Talkies are three years old and will be updated with new versions by the end of the school year.

Year and month of the most recent FIT report

01/03/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Health Office: AC too low air Broken data port (off the wall)
Interior: Interior Surfaces		X		Lounge: Broken blink clips/missing slats Lounge: Missing tile piece above the refrigerator. Room 302 storage closet: Door sweep is worn out. Room 302: 2 cracked tiles Room 401: Porjector missing/holes in ceiling tiles/our of place tile by classroom speaker Room 403: ceiling tiles stained. Room 601: Stained ceiling tile Room 605: Back door doesn't close all the way; filoor tile lifting Room 202: Back door doesn't close all the way; floor tile lifting Room 201: Back door doesn't close all the way; floor tile lifting
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Health office: Rust stain on floor created by file cabinet.

School Facility Conditions and Planned Improvements

				Lunch Arbor: Concrete needs to be scrubbed and cleaned under the lunch tables and front walkway by door
Electrical	X			Front office: Buzzing sound from wall lamps when light switch is turned on (office staff does not turn on this light as it is ancillary). Stage: Loose lamp cover Room 301: Cover missing in Datat rail, light out, Room 302: Knocking sound from the AC box. Room 601: Vacuum cleaner in room Room 803: Light sensor does not work/delay reponse
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			700 Boys RR: Stains on mirror 700 Girls RR: Stains on mirrors Room 505: Sink edge has water damage
Safety: Fire Safety, Hazardous Materials		X		Health office: Air freshner under the sink. Custodial - room 400: Uncapped Virex II. Virex II spray bottle not mixed correctly. Room 402: Aromatherapy plug in air freshener Room 404: Can of WD40 spray can in room Room 405: Aromatherapy plug in air freshener Storage 404/403: Spray pain cans Room 505: Regular extension in use. Room 504: Aromatherapy plug in air freshener Room 503: Electric tea kettle in use (for a project) Room 701: Household wipes, insecticides, disinfecting spray under sink cabinet. Room 701: Electric tea kettle in cabinet. Refrigerator Room 702: Aromatherapy plug in air freshener Room 702: Cracked Tiles next to AC vent/dirty tackboard next to the sink Room 601: Aromatherapy plug in air freshener Room 605: Microwave and electrical kettle Room 801: Household wipes, insecticides, disinfecting sprays and clearing products....unlit candle in the room.
Structural: Structural Damage, Roofs	X			CR 304: (1) Lamp out; back door doesn't close properly, stained ceiling tile CR 402: 1 light out, stained ceiling tile

School Facility Conditions and Planned Improvements

				CR 502: stained ceiling tile Kinder 201: back door doesn't close all the way, stained ceilingtile Main Workroom: speaker doesn't work; stained ceiling tiles
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X	X		400 Boys RR: Stains on mirror, glass panes and missing slat in window fram, Rusty vent, Hand dryer is dirty. Room 504/503 storage: Loose door handle Room 502: Back door is painted black and used as a blackboard Room 702: Loose handle on door Kinder playtoy: Rubber coating is deteriorated and cracking

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	269	NT	NT	NT	NT
Female	126	NT	NT	NT	NT
Male	143	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	191	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	49	NT	NT	NT	NT
English Learners	38	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	131	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	56	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	269	NT	NT	NT	NT
Female	126	NT	NT	NT	NT
Male	143	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	191	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	49	NT	NT	NT	NT
English Learners	38	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	131	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	56	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	273	262	96	4	51
Female	129	123	95	5	50
Male	144	139	97	3	52
American Indian or Alaska Native	1	1	100	0	100
Asian	18	14	78	22	56

Black or African American	2	1	50	50	0
Filipino	0	0	0	0	0
Hispanic or Latino	193	187	97	3	47
Native Hawaiian or Pacific Islander	3	3	100	0	0
Two or More Races	9	9	100	0	100
White	47	47	100	0	62
English Learners	44	43	98	2	23
Foster Youth	1	1	100	0	0
Homeless	2	1	50	50	0
Military	17	16	94	6	47
Socioeconomically Disadvantaged	139	132	95	5	40
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	58	56	97	3	14

*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	273	262	96	4	23
Female	129	123	95	5	18
Male	144	139	97	3	28
American Indian or Alaska Native	1	1	100	0	0
Asian	18	14	78	22	28
Black or African American	2	2	100	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	193	186	96	4	19
Native Hawaiian or Pacific Islander	3	3	100	0	0
Two or More Races	9	9	100	0	56
White	47	47	100	0	38
English Learners	44	43	98	2	7
Foster Youth	1	1	100	0	0
Homeless	2	1	50	50	0
Military	17	17	100	0	29
Socioeconomically Disadvantaged	139	131	94	6	14
Students Receiving Migrant Education Services	0	0	0	0	0

Students with Disabilities	58	56	97	3	5
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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	65	NT	NT	NT	NT
Female	33	NT	NT	NT	NT
Male	32	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	0	0	0	0	0
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	50	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	--	NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	34	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	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

Contact person: PTA President: Angelica Buder
Contact Phone Number: (619) 421-0771 ext. 3198

Research shows a high correlation between parent involvement and effective schools. We encourage parents to become actively involved in our school. We have Parent Training 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.

Halecrest is proud of the high level of parent interest and involvement in the school. An active Parent-Teacher Association (PTA) sponsors many projects for the benefit and welfare of the children. They coordinate school assemblies, recognition programs, book fairs, and carnivals to enhance the instructional and extra-curricular programs of Halecrest. Volunteers are an integral part of the daily school program. During the pandemic volunteers have been more limited due to restrictions and guidelines from the district regarding adults on campus. (Current TB test, Fingerprints on file, Current Vaccination card on file.)

Six Halecrest parents are members of the School Site Council and take part in planning school activities and programs. Parents are also members of the English Language Advisory Committee, which examines and provides input into the educational program provided for English Language Learners.

Our ELAC Committee meets four times per year. We have two parent representatives that attend the District Advisory Committee/District English Language Advisory Committee (DAC/DELAC) each month. Every month the DAC/DELAC board provides parent workshops that are open for any parent to attend.

This year our district started the Black Learners Advisory Committee (BLAC). The committee holds meetings monthly and the principal sends home flyers via Class Dojo and our Schools Messenger to make parents aware.

In a typical year, Parent Coffees with the Principal are held monthly to open dialogue and share ideas. Currently during the pandemic, these monthly chats are held virtually.

2021-22 Opportunities for Parental Involvement

Parent Workshops are held 2-3 times per year at the school level. There are also regular parent workshops parents can attend at the district level as well (Parent Academy, TK/K Workshop, Guest Speakers, etc.)

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	513	499	36	7.2
Female	246	240	19	7.9
Male	267	259	17	6.6
American Indian or Alaska Native	1	1	0	0.0
Asian	11	11	0	0.0
Black or African American	9	9	2	22.2
Filipino	19	19	1	5.3
Hispanic or Latino	367	358	32	8.9
Native Hawaiian or Pacific Islander	3	3	0	0.0
Two or More Races	13	11	0	0.0
White	86	83	1	1.2
English Learners	107	106	9	8.5
Foster Youth	4	4	1	25.0
Homeless	4	4	2	50.0
Socioeconomically Disadvantaged	261	259	27	10.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	101	101	9	8.9

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	0.39	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	0.94	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

Student safety and well-being are promoted by activities including emergency and earthquake preparedness drills, bus evacuation drills, playground supervision, adolescent and growth development videos, and a School Safety Patrol. Parking lot procedures are monitored to ensure a safe environment for all. Each year a team reviews the status of our Comprehensive School Safety Plan. The team revises the plan and it is then presented to our School Site Council for approval. All staff are certified as Mandated Reporters. Additionally, they have been certified on COVID protocols, and they have had Sexual Harassment training.

This plan includes the following:

Current Status of School Crime, Appropriate Programs and Strategies that Provide School Safety, Child Abuse Reporting Procedures, Suspension and Expulsion Policies, Policy for Notifying Teachers of Dangerous Pupils, Discrimination and Harassment Policy, School –wide Dress Code, Safe Ingress and Egress Procedures, Ensuring a Safe and Orderly Environment, Discipline Policies, Hate Crime Policies and Procedures, Disaster Procedures, Identified Areas of Need/Focus for the Year, Members Involved With Writing the Safe School Plan, SSC Minutes Approving Safe School Plan, and SSC/Planning Committee.

The Safety Plan was approved in November 2021 by Halecrest School Site Council.

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	17	4	1	
1	25		3	
2	20	3		
3	18	3		
4	23		2	
5	24		3	
6	26	1	2	
Other	10	1		

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	16	4	2	
1	14	4		
2	17	2	3	
3	16	2	2	
4	22	1	2	
5	20	1	2	
6	22	1	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	14	4	3	
1	14	4		
2	11	3	2	
3	17	2	3	
4	20	1	2	
5	22	1	2	
6	21	1	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
Nurse	0.5
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	13,843.63	4,941.43	8,902.20	85,614
District	N/A	N/A	190,145,679	\$82,315
Percent Difference - School Site and District	N/A	N/A	-200.0	3.9
State			\$8,444	\$85,863
Percent Difference - School Site and State	N/A	N/A	5.3	-0.3

2020-21 Types of Services Funded

Our school directly funds three noon duty aides through our LCAP funds. Our Noon Duty Aide work in the morning before school to support school drop off and oversee breakfast in our lunch arbor. Additionally, they monitor all students on campus to ensure they are wearing masks. If a student arrives without a mask, they are given one. Noon Duty Aides also work closely with administration and teaching staff to implement our Positive Behavior Intervention Supports (PBIS) here at Halecrest. Their work is integral in making the culture of the school a safe and supportive one for our students' development.

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

Professional development activities are provided each year for all classroom teachers and support teachers. Professional development reflects the school's goals and objectives and are part of our Single Site Plan. Our professional development focus for the 2021-22 school year is Instructional Focus: Keeping the whole child in mind (SEL) the instructional focus of Halecrest is collaborative conversations/discussions with a focus on Social Emotional Learning. Our Instructional Statement: In tandem with character development (SEL) we will build an inclusive and socially just community at Halecrest to ensure all students, specifically target groups, will achieve growth through implementation of high impact strategies including collaborative conversations and discussions and targeted interventions (Utilizing MTSS structure).collaborative conversations and discussions with a focus on Social Emotional.

The school's social emotional learning committee also instructs the staff in Zones of Regulation practices and our Positive Behavior Intervention Supports. Halecrest staff has access to Professional Development in all subject areas through the CVESD Teacher Portal. There are recorded sessions for both technology implementation and academic supports and scaffolds.

Staff members receive professional development and are starting to follow a new professional learning cycle. Teachers get feedback from both their peers and by administration. Staff set school-wide goals for implementation of skills and strategies learned, and work together to ensure all members are successful. Assessment data is used to track our students' response to instruction.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	12	10	10

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.					