Harborside 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	Harborside Elementary School
Street	681 Naples Street
City, State, Zip	Chula Vista, CA 91911
Phone Number	(619) 422-8369
Principal	Lisa Forehand
Email Address	lisa.forehand@cvesd.org
School Website	
County-District-School (CDS) Code	37-68023-6037873

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.esqivel@cvesd.org
District Website Address	www.cvesd.org

2021-22 School Overview

Our mission is to ensure that ALL Harborside students receive a rigorous, high quality instruction in a collaborative learning environment where there is an emphasis on academics as well as social/ emotional learning. We want to ensure that all students develop the confidence and necessary skills to be independent thinkers, effective communicators, and be socially conscious and contributing global citizens.

Our Vision
We believe that Harborside Elementary School provides a safe and rigorous learning environment where our children are encouraged to be critical thinkers, leaders, collaborators, culturally proficient, and biliterate.

We believe that every adult and every student will act with compassion, treat one another with respect, and model positive behaviors on a daily basis.

We believe that every child is capable of learning and adults and children will actively support the learning efforts of others.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	95
Grade 1	81
Grade 2	82
Grade 3	103
Grade 4	88
Grade 5	81
Grade 6	98
Total Enrollment	628

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47
Male	53
American Indian or Alaska Native	0.3
Asian	0.3
Black or African American	1.8
Filipino	1.3
Hispanic or Latino	91.4
Native Hawaiian or Pacific Islander	0.3
Two or More Races	1.1
White	3.5
English Learners	52.9
Homeless	1.6
Socioeconomically Disadvantaged	87.9
Students with Disabilities	15.3

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)	24.4	79.9	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)	1.0	3.3	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	5.1	16.8	106.0	7.7	18854.3	6.9
Total Teaching Positions	30.6	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	1.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	1.0

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 Reading, English & Spanish, Adopted 2017-18	Yes	0%
Mathematics	Mc Graw Hill Mathematics K-6, English and Spanish. Adopted in 2014-2016.	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). Adopted Spring 2007.	Yes	0%

School Facility Conditions and Planned Improvements

Classroom space at Harborside Elementary 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. Harborside's custodial staff performs basic cleaning operations daily. The school office was remodeled in the Summer of 2011. In the Fall of 2012, the school library will receive cosmetic and technology updates as a result of the Target Library Grant. The school is scheduled to be modernized during summer break 2018.

Students are supervised before, during, and after school with a rotating schedule of teachers and a rotating schedule of student supervisors. All staff is trained to proactively intervene with crisis situations as they may arise. Harborside School has sufficient playground and classroom space to provide an optimal learning environment for students. A peace patrol student group is trained to help with small conflicts.

Year and month of the most recent FIT report	10/5/2020

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		200 Girl's RR: broken soap dispenser, R/R stinks 300 - AP Office/MDF (310): water damage/in closet old roof vent 707 Library: need library sign 800 Adult RR: ceiling tile above sink loose 800 Boy's RR: 1 ceiling tile out, 1 damaged sink handle falls off. 800 Girl's RR: sink needs chaulking, 1 damaged ceiling tile CR 303: curtain cover falling off CR 504: carpet stains CR 702: ceiling tile warped CR 706: torn tack panel on west wall CR 804: walk off mat is bad CR 805: electric cover missing under tv, walk off mat is bad CR 810 SDR: ceiling tile stains, door will not close-sticks on frame Custodian back of MP: Attic door missing. K - 201: ceiling stained Lounge RR: missing ceiling tile
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			200 Boy's RR: light switch cover missing, broken soap dispenser

School Facility Conditions and Planned Improvements

			CR 805: electric cover missing under tv, walk off mat is bad
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		200 Boy's RR: light switch cover missing, broken soap dispenser 200 Girl's RR: broken soap dispenser, R/R stinks 800 Girl's RR: sink needs chaulking, 1 damaged ceiling tile
Safety: Fire Safety, Hazardous Materials	X		CR 806: fire extinguisher loose
Structural: Structural Damage, Roofs	X		300 - AP Office/MDF (310): water damage/in closet old roof vent K - 101: stained ceiling tile
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		CR 708 SDC: hole in asphalt outside by ramp to front door CR 808: door closes too fast CR 809: blind missing end cap Kinder Play Field: plugs missing on climbing toy Main Play Field: S. chain link fence next to play equipment damaged

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	379	NT	NT	NT	NT
Female	175	NT	NT	NT	NT
Male	204	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	344	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	15	NT	NT	NT	NT
English Learners	209	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	28	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	343	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	58	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	379	NT	NT	NT	NT
Female	175	NT	NT	NT	NT
Male	204	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	344	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	15	NT	NT	NT	NT
English Learners	209	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	28	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	343	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	58	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	370	364	98	2	17
Female	170	168	99	1	19
Male	200	196	98	2	15
American Indian or Alaska Native	1	1	100	0	0
Asian	5	5	100	0	20

Black or African American	7	7	100	0	43
Filipino	0	0	0	0	0
Hispanic or Latino	337	331	98	2	15
Native Hawaiian or Pacific Islander	2	2	100	0	0
Two or More Races	4	4	100	0	25
White	14	14	100	0	43
English Learners	208	203	98	2	5
Foster Youth	0	0	0	0	0
Homeless	7	7	100	0	29
Military	7	6	86	14	0
Socioeconomically Disadvantaged	331	325	98	2	16
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	54	52	96	4	4

*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	370	356	96	4	4
Female	170	164	96	4	5
Male	200	192	96	4	3
American Indian or Alaska Native	1	1	100	0	0
Asian	5	5	100	0	20
Black or African American	7	7	100	0	14
Filipino	0	0	0	0	0
Hispanic or Latino	337	324	96	4	3
Native Hawaiian or Pacific Islander	2	2	100	0	0
Two or More Races	4	4	100	0	0
White	14	13	93	7	14
English Learners	208	199	96	4	1
Foster Youth	0	0	0	0	0
Homeless	7	7	100	0	0
Military	7	6	86	14	0
Socioeconomically Disadvantaged	331	317	96	4	4
Students Receiving Migrant Education Services	0	0	0	0	0

| Students with Disabilities | 54 | 52 | 96 | 4 | 2 |

*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	82	NT	NT	NT	NT
Female	38	NT	NT	NT	NT
Male	44	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	0	0	0	0	0
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	75	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	43	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	79	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	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: Principal Lisa Forehand & Kim Callado, Associate Principal.
Contact Phone Number: (619) 422-8369

Parent Participation. Research shows a high correlation between parent involvement and effective schools. We encourage our parents to become actively involved in our school. We have regularly scheduled community meetings and Coffee with the Principal meetings to keep parents informed of the school events and to address any questions or concerns to help improve the school. At Harborside, we consider our parents to be active participants in shaping the direction of the school along with the school staff. Many of our parents volunteer in the classrooms, provide morning supervision and our curriculum nights are designed keep parents informed about assessment, curriculum and instruction. We have an active Parent Room where parents can take classes, help teachers, volunteer, and have a welcoming environment when they are on campus. Parents are provided with educational resources and strategies to strengthen the home and school connection. Additionally, we work with and collaborate with the Promise Neighborhood partnership to work with a Parent Liaison (Promotora) who promotes parent involvement, volunteerism, and works to support all our parent connections and community structures. This year, we have all of our meeting Virtual and evening meetings. We also have had several surveys sent out for family input.

Parent involvement is highly encouraged at Harborside and workshops are offered throughout the year to support parents with the necessary skills needed to help their child at home.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	663	653	175	26.8
Female	310	305	78	25.6
Male	353	348	97	27.9
American Indian or Alaska Native	2	2	0	0.0
Asian	2	2	0	0.0
Black or African American	13	13	6	46.2
Filipino	8	8	0	0.0
Hispanic or Latino	604	594	161	27.1
Native Hawaiian or Pacific Islander	2	2	2	100.0
Two or More Races	7	7	3	42.9
White	25	25	3	12.0
English Learners	418	414	112	27.1
Foster Youth	0	0	0	0.0
Homeless	21	20	11	55.0
Socioeconomically Disadvantaged	585	578	158	27.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	107	105	37	35.2

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	3.45	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	1.52	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

Harborside Elementary is appropriately staffed with professional individuals who believe in the achievement of all students. We have a Principal, an Associate Principal, and 29 certificated classroom teachers on the campus, including four special education. In addition, Harborside has certificated and classified support personnel who work in various roles to support student learning: psychologist, one social worker, occupational therapist, two speech and language pathologists , modified physical education teacher, behavior specialist instructional assistant, and a Promotora.

The staff at Harborside has a variety of expertise related to school safety and maintaining a safe environment for students. The staff attends a variety of professional development workshops and trainings each year. Our staff has access to the following professional development trainings:

- Site Emergency Procedures Plan
- Emergency Procedures
- CPR and First Aid
- Non-Violent Crisis Prevention (CPI)
- Dealing with Difficult Behaviors
- Positive Behavior Intervention Support (PBIS)
- Restorative Practices
- Sanford Harmony
- District MTSS
- Professional development for our school focus in literacy.

Social Emotional Learning and School Climate
Harborside is dedicated to create a positive environment for students to reach their maximum potential. Harborside has created a Positive Behavior Interventions and Support committee(PBIS). The committee is working on creating a consistent practice in dealing with discipline in a positive and restorative manner. The committee will be working on creating the supports and interventions for the three tier system.. The committee has created four core values with the acronym of ROAR. Students are expected to use respect, ownership, acceptance and responsibility when present in all the different settings in our school campus. A behavior flowchart has been established to address the different stages of discipline. All staff members have received the Sanford Harmony team building kit to implement in the classroom. Teachers will be instructing one Harmony lesson per week and conducting community circles daily. As part of the ongoing professional development, quarterly training for PBIS have been calendared. The committee created ROAR tickets as part of the incentives to motivate them to follow core values.

Safety
Safety is a key value at Harborside Elementary. All potential district employees are screened and fingerprinted to help ensure a safe learning environment for all students. An emergency card is on file for each child in the health office, and teachers also have emergency information cards in the classroom. Parents are asked to notify the school and classroom teacher when their contact information changes. The entry and exit of volunteers and visitors is closely monitored through registration and tracking by the Raptor Visitor Management System. There is adequate supervision during all recesses. Children and playground supervisors are instructed on the proper use of equipment at the start of each school year and as needed throughout the school year. The School Safety Plan was approved on November 18, 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	21	1	4	
1	25		4	
2	20	2	2	
3	19	4		
4	23	2	3	
5	24	1	3	
6	23	1	3	

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	19	2	4	
1	17	3	2	
2	18	2	4	
3	17	3	2	
4	18	3	2	
5	17	3	3	
6	24	1	3	

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	23	2	2	2
1	27	3		2
2	16	4	1	
3	25	2	2	2
4	22	1	3	
5	16	3	2	
6	16	3	3	

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	1.4
Resource Specialist (non-teaching)	0
Other	3.5

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	13,831.02	5,175.23	8,655.79	76,166
District	N/A	N/A	190,145,679	$82,315
Percent Difference - School Site and District	N/A	N/A	-200.0	-7.8
State			$8,444	$85,863
Percent Difference - School Site and State	N/A	N/A	2.5	-12.0

2020-21 Types of Services Funded

Most expenditures are for classroom services and supplies, including employee salaries and fringe benefits. Instructional support services (nurse, school principals and clerical staff, psychologist, curriculum support, and instructional media) along with building/grounds maintenance, utilities, and pupil transportation, account for more than 26 percent of the total expenses. Other costs include retiree benefits, interest expenses for short-term borrowing, and a portion of retirement costs for non-certificated employees.

We have a PBIS committee that is committed to building peace and positivity with students. We have implemented Sanford Harmony and have put funds in place to roll out a successful program and for professional development. We have an Instructional Assistant Behavioral Specialist and a full time Psychologist to help support students' behavioral and emotional needs.

We have a Resource Teacher which provides coaching for Distance Learning instruction, engagement, and provided Tier ll reading intervention to small groups of struggling readers.

After-school and before-school programs have been implemented at the site to focus on students who are not performing at grade level as determined by the CAASPP, ELPAC, and Local Measures assessment data. Students are assessed in reading using Fountas and Pinnell in grades K-6 in English and Spanish (DI). Achieve 3000 and Imagine Learning English, SIPPS are major components of our after-school support program. Newcomers receive support through designated ELD.

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

Staff development activities are planned, carried out, and evaluated for the purpose of improving the knowledge and skills of all our staff members based upon a careful analysis of student data. Examples of student data analyzed include: Language Arts and Mathematics data, Benchmark Assessments, Writing Performance Tasks, Local Measures (Reading, Writing and Mathematics), and ELPAC data. Activities take into consideration the effect of staff development on the instructional program for all students. Based upon the analysis of student data, the following professional development activities were focused on:

Professional development has been around Distance Learning--providing small group instruction and engaging strategies. Teachers also have differentiated PD to meet their needs.

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	23	23	23

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.esqivel@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.