

# Heritage 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/](http://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/](http://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/](http://dq.cde.ca.gov/dataquest/) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://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

<b>School Name</b>	Heritage Elementary School
<b>Street</b>	1450 Santa Lucia Road
<b>City, State, Zip</b>	Chula Vista, CA 91913
<b>Phone Number</b>	(619) 421-7080
<b>Principal</b>	Daniel Romo
<b>Email Address</b>	daniel.romo@cvesd.org
<b>School Website</b>	
<b>County-District-School (CDS) Code</b>	37-68023-6037832

## 2021-22 District Contact Information

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

## 2021-22 School Overview

### Description

Heritage School is a 70,000 square foot campus located along Santa Lucia Road in the Otay Ranch development of Chula Vista. It opened on July 10, 2001, and is currently home to 750 students. Heritage School represents a new prototype that reflects Chula Vista Elementary School District's progressive perspectives on educational facilities for the information age. The school's unique "village-like atmosphere" is the result of a planning process that included input from the community, educators, administrators, and maintenance personnel. The design includes expanded classroom square footage and auxiliary planning space due to the impact of class size reduction. The Heritage campus includes eight single-story structures, including an administration building, a multi-purpose building, a library, and seven classroom buildings. The village atmosphere of the campus fits beautifully with the surrounding residential neighborhoods. Heritage School is the school district's 38th school.

### ~School Mission~

The Chula Vista Elementary School District is committed to providing a successful, safe, challenging and nurturing educational experience while promoting the importance of learning for all children. The District adopted Shared Vision and Values statements affirm the District pride in developing each child's full potential and promoting student achievement. The District's Shared Vision and Values further states that all members of the school community assume responsibility for the success of our students.

### ~Heritage Common Core Philosophy~

Heritage's mission is that students are progressing towards being contributors in a global society. We celebrate diversity, values, and multilingualism. We are committed to excellence in promoting diverse, engaging first instruction and meaningful learning with the "whole-child" in mind. Our students are self-empowered individuals who persevere to solve problems while being resourceful, innovative, and socially conscious thinkers for their immediate future and beyond.

### ~Heritage Dual Language Immersion~

The mission of Heritage's DLI program is to develop biliterate and bilingual critical thinkers. Students acquire high levels of critical thinking in English and Spanish language proficiencies while meeting academic common core state standards in both languages. Students develop social consciousness, global responsibility, and appreciation of their cultures in our society.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	119
Grade 1	99
Grade 2	115
Grade 3	101
Grade 4	93
Grade 5	102
Grade 6	115
Total Enrollment	744

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.2
Male	53.8
Asian	5.2
Black or African American	7.7
Filipino	14.2
Hispanic or Latino	53.8
Native Hawaiian or Pacific Islander	0.3
Two or More Races	7.1
White	11.3
English Learners	13.4
Foster Youth	0.3
Socioeconomically Disadvantaged	29.2
Students with Disabilities	8.1

## A. Conditions of Learning

### State Priority: Basic

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

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

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

### 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	27.8	84.4	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	1.5	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	4.6	14.1	106.0	7.7	18854.3	6.9
Total Teaching Positions	32.9	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
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.0
<b>Local Assignment Options</b>	0.0
<b>Total Out-of-Field Teachers</b>	0.0

## 2020-21 Class Assignments

Indicator	2020-21
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
<b>No credential, permit or authorization to teach</b> (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 2017

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Benchmark Universe K-6, English and Spanish Adopted in 2017 Achieve 3000 Smarty Ants	Yes	0%
<b>Mathematics</b>	Houghton Mifflin Go Math Mathematics K-6, English and Spanish. Adopted in 2015. I-Ready	Yes	0%

<b>Science</b>	Houghton-Mifflin Science series for Kindergarten to Sixth Grade English and Spanish. Adopted Spring 2008.	Yes	0%
<b>History-Social Science</b>	Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish). Adopted Spring 2007.	Yes	0%

## School Facility Conditions and Planned Improvements

Classroom space at Heritage 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. Three custodial staff perform basic cleaning operations daily. Administration meets regularly with the head custodian to review the custodial evaluation of our facilities that is provided by the district. A fence around the school provides added safety to all students and adults at school. The school's physical environment is kept clean and safe for teaching and learning.

**Year and month of the most recent FIT report**

10/2/2020

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			803 CR: Fire extinguisher blocked, A/C control unit coming apart
<b>Interior:</b> Interior Surfaces		X		400 Boys RR: Stains on floor. 404 Kinder: transition strip coming up 501 CR: stains on rug and can see the seams. 504 CR: sharpner missing cover, stained tile 505 CR: covebase peeling 601 CR: 1 light out, transition strip loose 606 CR: covebase peeling off 701 CR: carpet stained 800 Work Room: Stains on tile ceiling. 805 CR: Stain on carpet. 808 CR: 2 light out, small stains on carpet. Playground Boys RR: mirror stain.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			

## School Facility Conditions and Planned Improvements

				Lounge (Soda Machine, 2 Micros, Full Refrig.): carpet spotted;
<b>Electrical</b>		X		408 CR: sink loose handle, 6 lights out 409 CR: 2 lights out 601 CR: 1 light out, transition strip loose 603 CR: monitor low volume, 1 light out 801 CR: 1 lamp out 806 CR: 2 lights out. 808 CR: 2 light out, small stains on carpet. Admin Conf. Room: Light buzzing loudly Admin Women's RR: 1 light out, 1 toilet seat loose. Admin Work Room. Mini fridge: 2 lights out Library Electrical : blocked panels
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			401/402 Boys RR: soap dispenser broken 408 CR: sink loose handle, 6 lights out 509 CR: sink needs caulking Admin Women's RR: 1 light out, 1 toilet seat loose.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			803 CR: Fire extinguisher blocked, A/C control unit coming apart
<b>Structural:</b> Structural Damage, Roofs	X			500 Work Room: stained tiles 504 CR: sharpner missing cover, stained tile 506 CR: stained tiles 507 CR: stained tiles 600 Work Room: stained tiles

School Facility Conditions and Planned Improvements				
---	--	--	--	--

				700 Work Room: stained ceiling tiles 800 Studio B1 Control Room: stained tile Library Work Room : stained tiles
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			400 Electrical : door hits at the top 702 CR: door rubber ripped Kinder Playground: Black top cracks.

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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (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	416	NT	NT	NT	NT
Female	196	NT	NT	NT	NT
Male	220	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	23	NT	NT	NT	NT
Black or African American	28	NT	NT	NT	NT
Filipino	53	NT	NT	NT	NT
Hispanic or Latino	230	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	28	NT	NT	NT	NT
White	51	NT	NT	NT	NT
English Learners	50	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	103	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	45	NT	NT	NT	NT

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	416	NT	NT	NT	NT
Female	196	NT	NT	NT	NT
Male	220	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	23	NT	NT	NT	NT
Black or African American	28	NT	NT	NT	NT
Filipino	53	NT	NT	NT	NT
Hispanic or Latino	230	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	28	NT	NT	NT	NT
White	51	NT	NT	NT	NT
English Learners	50	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	103	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	45	NT	NT	NT	NT

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

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

A3000 Student Groups	A3000 Total Enrollment	A3000 Number Tested	A3000 Percent Tested	A3000 Percent Not Tested	A3000 Percent At or Above Grade Level
All Students	411	403	98	2	80
Female	191	187	98	2	78
Male	220	216	98	2	82
American Indian or Alaska Native	0	0	0	0	0
Asian	84	81	96	4	87

Black or African American	26	26	100	0	58
Filipino	0	0	0	0	0
Hispanic or Latino	230	226	98	2	80
Native Hawaiian or Pacific Islander	1	1	100	0	100
Two or More Races	22	21	95	5	77
White	48	48	100	0	85
English Learners	59	57	97	3	61
Foster Youth	1	1	100	0	0
Homeless	0	0	0	0	0
Military	71	66	93	7	76
Socioeconomically Disadvantaged	133	132	99	1	66
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	41	40	98	2	51
i-Ready Student Groups	i-Ready Total Enrollment	i-Ready Number Tested	i-Ready Percent Tested	i-Ready Percent Not Tested	i-Ready Percent At or Above Grade Level
All Students	411	401	45	2.4	97

\*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	411	401	98	2	45
Female	191	187	98	2	40
Male	220	214	97	3	49
American Indian or Alaska Native	0	0	0	0	0
Asian	84	81	96	4	68
Black or African American	26	26	100	0	27
Filipino	0	0	0	0	0
Hispanic or Latino	230	225	98	2	40
Native Hawaiian or Pacific Islander	1	1	100	0	100
Two or More Races	22	21	95	5	59
White	48	47	98	2	31
English Learners	59	57	97	3	36
Foster Youth	1	1	100	0	0
Homeless	0	0	0	0	0

<b>Military</b>	71	64	90	10	41
<b>Socioeconomically Disadvantaged</b>	133	131	98	2	32
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	41	40	98	2	24
<b>i-Ready Student Groups</b>	<b>i-Ready Total Enrollment</b>	<b>i-Ready Number Tested</b>	<b>i-Ready Percent Tested</b>	<b>i-Ready Percent Not Tested</b>	<b>i-Ready Percent At or Above Grade Level</b>

\*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.

<b>Subject</b>	<b>School 2019-20</b>	<b>School 2020-21</b>	<b>District 2019-20</b>	<b>District 2020-21</b>	<b>State 2019-20</b>	<b>State 2020-21</b>
<b>Science</b> (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	101	NT	NT	NT	NT
Female	47	NT	NT	NT	NT
Male	54	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	12	NT	NT	NT	NT
Filipino	15	NT	NT	NT	NT
Hispanic or Latino	52	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	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	27	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	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 Karon Schnitzer  
Contact Phone Number: (619) 421-7080

The parents at Heritage School truly enhance our educational program. The Parent Teacher Organization (PTO) sponsors many projects for the benefit and enjoyment of our children.

Currently, we offer programs that encourage parent involvement and participation school-wide on a virtual platform. Parents participate through the School Site Council (SSC), English Language Advisory Committee (ELAC), and Parent Teacher Organization (PTO),

All cultures and languages are affirmed and respected at Heritage Elementary School. We embrace diversity and promote acceptance, respect and tolerance.

Teamwork is the key to our school's success. All stakeholders, students, parents, and staff work together to enrich learning opportunities for our students and to make Heritage School a place of educational excellence.



## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	792	780	23	2.9
Female	369	365	8	2.2
Male	423	415	15	3.6
American Indian or Alaska Native	0	0	0	0.0
Asian	41	40	0	0.0
Black or African American	63	63	4	6.3
Filipino	109	107	0	0.0
Hispanic or Latino	420	414	16	3.9
Native Hawaiian or Pacific Islander	5	5	0	0.0
Two or More Races	55	53	1	1.9
White	95	94	2	2.1
English Learners	129	128	7	5.5
Foster Youth	2	2	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	233	232	15	6.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	73	71	2	2.8

### 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
<b>Suspensions</b>	0.00	0.00	0.79	0.02	3.47	0.20
<b>Expulsions</b>	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
<b>Suspensions</b>	0.00	0.56	2.45
<b>Expulsions</b>	0.00	0.00	0.05

## 2020-21 Suspensions and Expulsions by Student Group

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

## 2021-22 School Safety Plan

The safety of students and adults is a priority. Heritage School performs frequent bus evacuation drills, disaster preparedness drills, fire drills, and lockdown drills to practice safety procedures. We also offer training for effective playground supervision, drug and alcohol abuse prevention education programs, child abuse awareness, and weekly character education lessons. Our monthly Pride Assembly centers on creating and maintaining a safe and positive learning community. We offer positive reinforcement for behavior through our Heritage Heroes program and Caught You Being Good Slips. Our School Resource Officer (SRO) and school psychologist support Heritage in ensuring that students are safe physically, socially, and emotionally. Heritage School implements the Project Wisdom program. There is ongoing training for students and adults. Our campus fence provides a safety feature to our school. Students must be signed out in the office by the parent or designee prior to leaving the school grounds. All staff and visitors are required to report to the office using the Raptor System and wear a badge while on campus. Our school's Safety Patrol and parent volunteers assist our school in enforcing traffic and pedestrian safety. Our school's Peace Patrol helps students learn how to resolve issues on the playground. We are proud and confident that students and adults feel safe at school. The School Site Council approved the School Safety Plan in September 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	23	2	4	
1	23		4	
2	20	4	1	
3	16	4	2	
4	24		4	
5	27		5	
6	31		4	

## 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	28		5	1
1	22	1	4	
2	21	1	4	
3	19	5		
4	22	1	4	
5	28		4	
6	26		5	

## 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	20	5	1	
1	20	1	4	
2	51		1	4
3	36	1		4
4	47			4
5	31	1	2	2
6	58			4

## 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	0.8
Social Worker	0
Nurse	0.5
Speech/Language/Hearing Specialist	1.4
Resource Specialist (non-teaching)	0

## 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	11,553.93	3,270.15	8,283.78	86,445
District	N/A	N/A	190,145,679	\$82,315
Percent Difference - School Site and District	N/A	N/A	-200.0	4.9
State			\$8,444	\$85,863
Percent Difference - School Site and State	N/A	N/A	-1.9	0.7

## 2020-21 Types of Services Funded

Our school's budget is aligned to our School's Single School Plan for Student Achievement. All stakeholders participate in this process through SSC, PTO, ELAC, and staff.

Programs and services available to support instruction include the following:

Achieve3000  
 Imagine Learning  
 RazzKids (K-2)  
 Smarty Ants (K-1)  
 NextGen Math  
 i-Raedy  
 Levered (4th grade)  
 GATE after school enrichment program  
 Extended Day Program  
 English Learner Instructional Assistant  
 Library clerk  
 Student Monitoring (SWIS)  
 Teacher Collaboration (PACE)  
 Instructional Leadership Team  
 Leveled books (English and Spanish)  
 School Psychologist  
 Sanford Harmony (SEL)

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

## Professional Development

Each year, targeted professional development is offered to teachers and support staff on Fridays, during teacher collaboration, and at district trainings. These planned learning sessions are based on the school's Single Plan for Student Achievement goals and objectives.

## Professional Development

Staff participate in District professional development opportunities in the areas of Math, Language Arts and the implementation of Common Core State Standards. In addition to our classroom teachers, Heritage employs five part-time program support teachers to enhance the educational program. These teachers provide instruction in the areas of visual arts, music, and physical education. While these teachers are providing instruction in these areas, classroom teachers are given the opportunity to collaborate and review instructional practices, as well as receive professional development in identified areas of need.

Our 2017-18 professional development is focused on 3 Reads Protocol and Guided Language Acquisition Development (GLAD).

Our 2018-19 professional development focused on learning intentions, success criteria, high impact language development strategies, and Sanford Harmony.

Our 2019-2020 professional development focused on conditions of the problem, high impact language development strategies and using accountable talk across all grade levels and all curricula using a professional learning cycle.

Our 2020-2021 professional development focused on culturally responsive teaching practices, self-care, and Creating Assessment Capable Learners.

Our 2021-2022 professional development focused on culturally responsive teaching and the brain, collaborative conversations, and social-emotional health for students and staff.

Professional development (PD) delivery: PD has been provided via a variety of methods including, but not limited to:

- \* on site staff meetings;
- \* reciprocal teacher observation;
- \* professional texts and readings;
- \* professional development provided by the district;
- \* resource teacher modeled and/or coached, as needed through January 2019, when she was promoted to a position at the district office; and,
- \* feedback and modeling provided by administration

Teacher support during implementation:

- \* Teachers are encouraged to implement these new instructional strategies and observed through the lens of safe practice.
- \* Teachers receive instructional feedback via regular walkthroughs or regularly scheduled observations by administration, and are encouraged not only to consider next steps but to share their findings within their grade levels and system-wide.
- \* Biweekly observation findings are shared during professional development meetings and in grade-level collaboration.
- \* Quarterly student monitoring, regular observations of student learning and teacher practice are discussed with each teacher where we share strategies and next steps for instructional plans for growth for each child.
- \* A compilation of student progress is shared regularly with staff for consideration of adjustments in their practice.
- \* Quarterly instructional conferences are held with teachers to discuss instructional suggestions/strategies and techniques and open up to questions or feedback they may seek.

Other professional development activities include:

Collaborative Conversations  
Critical Thinking & Reasoning  
Teacher Clarity Handbook  
Sanford Harmony  
Professional Learning Communities  
Guiding Principles of Dual Language Education  
Achieve3000/Kidbiz3000/Smarty Ants Training  
MTSS

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

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>			

# 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

<b>District Name</b>	Chula Vista Elementary School District
<b>Phone Number</b>	(619) 425-9600
<b>Superintendent</b>	Oscar Esquivel, Interim Superintendent
<b>Email Address</b>	oscar.esquivel@cvesd.org
<b>District Website Address</b>	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
<b>All Students</b>	13068	6	0.05	99.95	--
<b>Female</b>	6294	1	0.02	99.98	--
<b>Male</b>	6774	5	0.07	99.93	--
<b>American Indian or Alaska Native</b>	28	0	--	100.00	--
<b>Asian</b>	334	0	0.00	100.00	--
<b>Black or African American</b>	539	0	0.00	100.00	--
<b>Filipino</b>	1341	0	0.00	100.00	--
<b>Hispanic or Latino</b>	8810	4	0.05	99.95	--
<b>Native Hawaiian or Pacific Islander</b>	45	0	0.00	100.00	--
<b>Two or More Races</b>	646	0	0.00	100.00	--
<b>White</b>	1325	2	0.15	99.85	--
<b>English Learners</b>	2860	3	0.10	99.90	--
<b>Foster Youth</b>	47	0	0.00	100.00	--
<b>Homeless</b>	154	0	0.00	100.00	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	6569	0	0.00	100.00	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	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

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

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

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