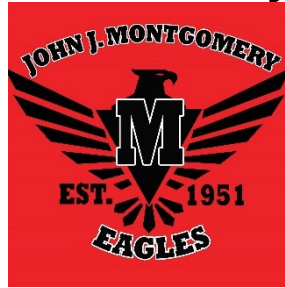


John J. Montgomery Elementary School

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fq/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2021-22 School Contact Information

School Name	John J. Montgomery Elementary School
Street	1601 Fourth Avenue
City, State, Zip	Chula Vista, California 91911
Phone Number	(619) 422-6131
Principal	Lydia Burgos
Email Address	lydia.burgos@cvesd.org
School Website	https://montgomery.cvesd.org/
County-District-School (CDS) Code	37-68023-6037915

2021-22 District Contact Information

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

2021-22 School Overview

John J. Montgomery is one of 49 schools in the Chula Vista Elementary School District, including charters. The school was built in 1945 and it was completely modernized in the summer of 2018. It has 16 classrooms, including four relocatables added in 1999-00, a library, auditorium/cafeteria and administrative offices.

At John J. Montgomery Elementary School, we provide an inclusive and nurturing environment committed to every student's success. We are dedicated to preparing our students to become respectful and responsible individuals who value diverse perspectives. We develop creative, collaborative thinkers who communicate effectively and make meaningful contributions to the world.

Montgomery's vision is one that is committed to providing a successful, safe, challenging, and nurturing educational experience while promoting the joy and importance of learning for all our children.

At John J. Montgomery Elementary School, we provide an inclusive and nurturing environment committed to every student's success. We are dedicated to preparing our students to become respectful and responsible individuals who value diverse perspectives. We develop creative, collaborative thinkers who communicate effectively and make meaningful contributions to the world.

Montgomery is committed to creating the leaders of tomorrow as we soar from good to great!

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	50
Grade 1	53
Grade 2	37
Grade 3	33
Grade 4	31
Grade 5	46
Grade 6	49
Total Enrollment	299

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	43.8
Male	56.2
Black or African American	1.3
Filipino	1.3
Hispanic or Latino	91.6
Two or More Races	0.3
White	5
English Learners	54.8
Foster Youth	0.3
Homeless	1.3
Socioeconomically Disadvantaged	92.6
Students with Disabilities	16.7

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)	14.3	94.5	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)	0.2	1.6	31.4	2.3	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.0	0.0	14.0	1.0	12115.8	4.4
Unknown	0.5	3.8	106.0	7.7	18854.3	6.9
Total Teaching Positions	15.1	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	0.2
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.2

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)	5.5
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 are based on recommendations by committees of our District's school staff 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. An inventory of books is warehoused centrally for growth needs at the schools.

Reading - Benchmark, Achieve 3000, SmartyAnts

Math - Go Math!, Levered Learning, iReady

Science - Mystery Science

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

January 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Reading K-6 English, including ELD textbooks Adopted in 2017-18 school year.	Yes	0%
Mathematics	GoMath Mathematics K-6, English. Adopted in 2015-16	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

In respect to our most recent FIT report, our classrooms are adequate to support our school's current enrollment. Our custodians closely work with all teachers and staff to ensure all proper protocols are followed and adhered to. The District maintains a planned program, which ensures routine maintenance functions are performed on a scheduled basis. Montgomery custodial staff performs basic cleaning operations daily. Window replacement and plumbing upgrades are scheduled for the summer break.

Year and month of the most recent FIT report

10/7/2020

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			CR 701: door not closing properly, A/C pressure? , 1 stained ceiling tile Kinder 202: left r/r fan runs all the time, right r/r fan doesn't work
Interior: Interior Surfaces	X			510 Storage: ceiling missing cover CR 404: ceiling tile stains, 1 tile missing CR 501: 1 stained ceiling tile, trim on upper storage above whiteboard Kinder 201: hole in ceiling tile, restroom fan doesn't work
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			CR 404: ceiling tile stains, 1 tile missing Main Play Toy: cobwebs, graffiti, very dirty and could use washing Pre K Play Toy: paint peeling, cobwebs
Electrical	X			Health Office: exhaust fan in restroom runs all the time Kinder 201: hole in ceiling tile, restroom fan doesn't work
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			CR 705: toilet in preschool leaking water, outside gate needs to be adjusted
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			704 Library: ceiling tile stains CR 401: 1 stained ceiling tile CR 501: 1 stained ceiling tile, trim on upper storage above whiteboard CR 604: 1 stained ceiling tile CR 701: door not closing properly, A/C pressure? , 1 stained ceiling tile

School Facility Conditions and Planned Improvements

				CR 703: ceiling tile stained, door doesn't latch shut CR 801: stained ceiling tile Office 210: stained ceiling tile
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			CR 402: door is hard to open CR 403: door not closing properly CR 701: door not closing properly, A/C pressure? , 1 stained ceiling tile CR 703: ceiling tile stained, door doesn't latch shut CR 705: toilet in preschool leaking water, outside gate needs to be adjusted Main Play Toy: cobwebs, graffiti, very dirty and could use washing Pre K Play Toy: paint peeling, cobwebs

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	166	NT	NT	NT	NT
Female	73	NT	NT	NT	NT
Male	93	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	154	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	80	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	156	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	32	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	166	NT	NT	NT	NT
Female	73	NT	NT	NT	NT
Male	93	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	154	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	80	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	156	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	32	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	159	145	91	9	32
Female	71	65	92	8	35
Male	88	80	91	9	30
American Indian or Alaska Native	0	0	0	0	0
Asian	1	1	100	0	100

Black or African American	3	1	33	67	33
Filipino	0	0	0	0	0
Hispanic or Latino	146	137	94	6	32
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	1	1	100	0	0
White	8	5	63	38	25
English Learners	85	80	94	6	11
Foster Youth	1	1	100	0	100
Homeless	3	2	67	33	33
Military	0	0	0	0	0
Socioeconomically Disadvantaged	152	140	92	8	32
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	17	65	35	0

*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	159	145	91	9	10
Female	71	65	92	8	7
Male	88	80	91	9	13
American Indian or Alaska Native	0	0	0	0	0
Asian	1	1	100	0	100
Black or African American	3	1	33	67	0
Filipino	0	0	0	0	0
Hispanic or Latino	146	137	94	6	10
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	1	1	100	0	0
White	8	5	63	38	0
English Learners	85	80	94	6	4
Foster Youth	1	1	100	0	0
Homeless	3	2	67	33	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	152	140	92	8	11
Students Receiving Migrant Education Services	0	0	0	0	0

Students with Disabilities	26	17	65	35	8
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*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

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

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

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	47	NT	NT	NT	NT
Female	23	NT	NT	NT	NT
Male	24	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	44	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	NT	NT	NT	NT
English Learners	22	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	44	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: Dr. Lydia Burgos, Principal
Contact Person Phone Number: (619) 422-6131

Research shows a high correlation between parent involvement and effective schools. We encourage parents to visit our school and become actively involved; multiple and varied opportunities are provided every week. We host monthly parent meetings with the principal to keep parents informed about the state standards, the new assessments, latest curriculum, supports for English language learners, and instructional best practices. Parents are seen as allies and are offered a variety of opportunities to become partners with us in the education of their children. Parents are invited to visit classrooms and do walkthroughs with the Principal. There are on-going parent workshops with various organizations throughout the year to support parenting skills.

The principal prides herself in hosting parent meetings. The first Friday of every month is Coffee with the Principal. Coffee with the Principal provides information to parents about resources available in the community. The second Friday of the month, is the Parent-Teacher-Organization (PTO). With PTO, school-wide events are planned, organized for all students. PTO is a collaborative body of parents working towards a common purpose of supporting all students TK-6th grade. The third Friday of each month is dedicated to the English Language Advisory Committee (ELAC). During ELAC information regarding data on our English language Learners, resources, and information on best instructional strategies are delivered to parents to best support their children at home.

Parents elect parent representatives to serve on the School Site Council, the English Language Advisory Committee, and the Parent-Teacher Organization (PTO). Our parents are always very supportive of school programs and have participated in various school functions includes: Open House, Spring Festival, Movie Nights, Literacy Nights, Math Nights, Jump-for-Heart, Character-Literature Parade, yearly Color-Run sixth grade fund-raising activities and as classroom and clerical support volunteers.

There is a part-time school counselor to support services for all students, parents, and staff in the social-emotional learning of students.

2021-22 Opportunities for Parental Involvement

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	334	323	54	16.7
Female	147	140	23	16.4
Male	187	183	31	16.9
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	4	4	0	0.0
Filipino	5	5	1	20.0
Hispanic or Latino	305	295	49	16.6
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	2	2	0	0.0
White	17	16	4	25.0
English Learners	204	198	35	17.7
Foster Youth	1	1	0	0.0
Homeless	7	7	6	85.7
Socioeconomically Disadvantaged	302	294	49	16.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	64	61	16	26.2

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	0.28	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	1.36	0.56	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

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

2021-22 School Safety Plan

Student safety and well-being is promoted by activities including emergency and earthquake preparedness drills, bus evacuation drills, playground and bus supervision, drug and alcohol abuse prevention education programs, child abuse awareness and a program directed toward gang suppression. Students are taught appropriate use of both classroom and playground equipment and are encouraged to seek the assistance of adults with any concerns. School-wide behavioral expectations are reviewed in grade level assemblies at the beginning of the school year and daily throughout the year. Safety Plan is an ongoing discussion with staff.

The 2020-21 school year there were 46 law enforcement calls which is more than the prior year's 41 law enforcement calls made. The majority (16) of the calls were for vehicular incidents. Other calls varied from burglary, vandalism, and drug possession. We continue our efforts to maintain and sustain a positive rapport with our Chula Vista Police Department which supports us in sustaining a positive school culture.

Within a one-mile radius, according to Meagan's Law, there are 25 offenders ranging from lewd acts with a child under the age of 14, assault with intent to commit rape, possess or controlling obscene matter depicting minor sexual conduct. The following crimes were committed and found on the Arjis website with a record of 46 crimes committed in the last four weeks ranging from DUI, burglary, possession of a controlled substance, vehicle break-n theft, and drunk in public are among crimes committed.

School Site Council or Emergency Preparedness & Safety Committee should communicate the Plan to the Public at a meeting at the School Site. Below list of the dates and location these meetings were held and describe how the public was notified of the meeting.

School Marquee (December 1 - 8), School Messenger (December 3 and December 6, Class Dojo (December 3, 6, and 8)

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	19	2	2	
1	20	1		
2	16	2		
3	24		2	
4	27		1	
5	20	1	2	
6	29		2	

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	2	2	
1	13	2	1	
2	11	2	1	
3	11	3		
4	22	1	1	
5	15	2	1	
6	20	1	2	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	13	4		
1	13	2	2	
2	12	2	1	
3	11	2	1	
4	16	1	1	
5	15	2	1	
6	16	2	1	

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	747.5

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)	0.4
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.8
Social Worker	0
Nurse	0.5
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	1.8

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	15,606.75	5,952.35	9,654.40	78,246
District	N/A	N/A	190,145,679	\$82,315
Percent Difference - School Site and District	N/A	N/A	-200.0	-5.1
State			\$8,444	\$85,863
Percent Difference - School Site and State	N/A	N/A	13.4	-9.3

2020-21 Types of Services Funded

Montgomery is comprised of 64% emergent bilingual students. To meet the unique needs of this population, a focus on collaborative conversations, annotating and note-taking, and small-group instruction has been the focus of teacher collaboration and planning.

Site funds have allowed for a part-time impact reading teacher. This individual provides target students (based on SmartyAnts and foundational skills assessments), foundational skills in order to ensure that are fluent readers by 3rd grade. This teacher is also responsible for providing reading professional development to new teachers on staff.

Levered Math is used in 3rd - 5th grades to provide students opportunities for conceptual math understanding, especially in the area of fractions.

Additionally, with the ELL lens, Montgomery received professional development support from the district office with ensuring visual support, language opportunities, and access to the core content was made available. The district provided additional support from our Language Acquisition department in the areas of designated ELD and Integrated ELD deepening the connections needed for our ELLs.

Lastly, Montgomery with five other schools makes up a cohort within the district and focuses on a common need. As a cohort, we meet quarterly with our Instructional leadership teams (ILT) for professional development opportunities. This usually constitutes approximately 8-10 team members from each site. This support is provided by the district with a lens on the district initiatives that support high-impact language strategies and reinforce individual site-based instructional foci.

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

Student achievement data was used to determine the school focus in Writing using Common Core State Standards with an emphasis on supporting our high emergent bilingual population (64%). All professional development is planned to address the goals we have written into our Single Site Plan and our school focus. Modified days and release time for collaboration both provide time for professional development.

2019-2020 Professional Development includes: Achieve 3000, GLAD: Guided Language Acquisition Design, Math Training on Conceptual Mathematics understanding, English Language Development training supporting the ELA block with designated and integrated planning of ELD using the ELD Standards, and Social/Emotional Training for teachers to support student behavior and achievement using Multi-Tiered Supports and Systems (MTSS). Montgomery with five other schools make up a cohort within the district and focus on Math. As a principal cohort, we meet monthly to discuss school needs and our Instructional leadership teams (ILT) meet quarterly for professional development opportunities. This usually constitutes approximately 8-10 team members from each site. This support is provided by the district with a lens on the district initiatives that support high impact language strategies. Our school's focus and professional learning cycles this year are focused on small group instruction with a focus on collaborative conversations and discussions, Teachers are supported before, during and after implementation through collaboration, coaching with a resource teacher, with the principal and data meetings.

In 2020-2021 professional development centered around culturally relevant teaching strategies and social justice. iReady Math was adopted allowing teachers to better analyze data in this area. 4 PD sessions are being offered on the use of the program and the use of data to make instructional decisions to meet student needs. Five arts integration development sessions are also being offered through the partnership with Turnaround Arts California. The throughline for these training is oral language development, social justice, and literacy learning.

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	25	15	

Chula Vista Elementary School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

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



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

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

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

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

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

2021-22 District Contact Information

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

2020-21 CAASPP Test Results in ELA by Student Group

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

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

2020-21 CAASPP Test Results in Math by Student Group

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

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

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

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

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

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

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

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

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

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

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