

Loma Verde 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	Loma Verde Elementary School
Street	1450 Loma Lane
City, State, Zip	Chula Vista, CA 91911
Phone Number	(619) 420-3940
Principal	Bree Watson
Email Address	bree.watson@cvesd.org
School Website	lomaverdewildcats.org
County-District-School (CDS) Code	37-68023-6037832

2021-22 District Contact Information

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

2021-22 School Overview

School Description

A Dual Language Immersion School - Spanish/English, Loma Verde Elementary is one of 49 schools in the Chula Vista Elementary School District, which includes three independent charters. Loma Verde was built in 1964 and modernized in 2004. The school is characterized by three buildings, each consisting of six self-contained classrooms, some with a central teacher work area. There are an administrative wing and cafeteria located at the front of the school. A primary grade level wing with four portable classrooms and three additional portable classrooms are located at the back of the school to accommodate a primary class, music class, Maker Space class, two kindergarten classes, one classroom that accommodates the AM Transitional Kindergarten class. In addition, Loma Verde has one double session State Preschool; one classroom that accommodates a double session of Preschool class for mild/moderate special needs students; a school library and an after and before school program named STRETCH operated by the YMCA. The school holds 49 minimum days per year to ensure teachers are receiving professional development and offers 36,000 instructional minutes for Transitional Kindergarten, and 61,500 instructional minutes Kindergarten through Sixth Grade.

Vision for Success - All students excelling academically and social-emotionally.

The Loma Verde vision is based on a strong partnership with parents, school, and the community. We are committed to working together with our families for the benefit of our students' future. Information through informal surveys, the Hanover Survey, and formal academic assessment tools is gathered from students, teachers, parents, and the community to enable us to strengthen and perfect our program. We encourage and respect uniqueness and value diversity.

Mission & Values

We see our students as scholars who will compete, and succeed, in college and a profession.

At Loma Verde, equity for all means closing the achievement gap. Students are active participants who develop independence through critical thinking in a rigorous learning environment where they will excel, compete, and succeed in a multicultural world.

Loma Verde Elementary integrates the Chula Vista Elementary School District LCAP goals and the Instructional Focus statement into SPSA goals, actions, and services. Our school community is continuously collecting academic data and analyzing student work, prioritizing needs, setting goals, and making collaborative decisions. Our focus on the social-emotional well-being and positive behavior support for all our students prepares our students to compete and succeed in college and career. For this reason, staff development is focused on the California State Standards, and the priorities addressed in the

2021-22 School Overview

school plan have been determined by the staff, including representatives from the Instructional Leadership Team, the School Site Council, English Learner Advisory Committee (ELAC), Gifted and Talented Education (GATE), community forums, through discussion of assessment of student achievement.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	95
Grade 1	81
Grade 2	84
Grade 3	77
Grade 4	61
Grade 5	78
Grade 6	60
Total Enrollment	536

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.3
Male	51.7
Asian	1.7
Black or African American	1.9
Filipino	4.1
Hispanic or Latino	87.5
Two or More Races	1.1
White	3.7
English Learners	49.1
Foster Youth	0.9
Homeless	0.4
Socioeconomically Disadvantaged	76.9
Students with Disabilities	13.4

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)	19.6	81.4	1227.0	88.7	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	5.1	0.4	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.5	2.1	31.4	2.3	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.0	0.0	14.0	1.0	12115.8	4.4
Unknown	4.0	16.6	106.0	7.7	18854.3	6.9
Total Teaching Positions	24.1	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	0.5
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.5

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

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

2020-21 Class Assignments

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

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The Chula Vista Elementary School District follows the State’s curriculum cycle to adopt updated, high quality textbooks and related materials. The evaluation and adoption of textbooks and instructional materials is based on recommendations by committees of our District’s school staffs and community members.

Students are provided with an adequate supply of Board-approved textbooks for all subject areas. The reading/language arts and mathematics curricula are aligned with California Common Core Standards.. All of our students have access to textbooks and supportive instructional materials in all core subjects, which are in good condition. Core materials are available in both English and Spanish. An inventory of books is warehoused centrally for growth needs at the schools.

The District’s vision is to prepare students to succeed in the 21st Century and is committed to providing students with 21st century tools, and the necessary infrastructure to support said tools. The District also invested in software applications to assist with formative and summative assessments, literacy skills, mathematics and language acquisition. In addition, teachers are integrating technology tools to facilitate day to day tasks such as attendance, report cards and electronic communication.

Year and month in which the data were collected

December 2017

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Education K-6, English and Spanish. Adopted in 2017-2018	Yes	0%
Mathematics	Go Math Mathematics K-6, English and Spanish. Adopted in 2014-15.	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%
Foreign Language	N/A		N/A
Health	N/A		N/A
Visual and Performing Arts	N/A		N/A
Science Laboratory Equipment (grades 9-12)	N/A		N/A

School Facility Conditions and Planned Improvements

Classroom space at our school is adequate to support our school's current enrollment. The District maintains a planned program, which ensures routine maintenance functions are performed on a scheduled basis. Custodial staff performs basic cleaning operations daily. A locked fence surrounds our campus, and a security door ensures the safety of our students at all times. Visitors to our campus must complete all the required documentation, check-in at the front office, and wear a visitor badge for easy identification of strangers on campus. Loma Verde maintains sufficient space for effective classroom instruction for students and teachers as well as safe, play structures for all students to enjoy.

Year and month of the most recent FIT report

10/5/2020

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Copier room: vent damaged, ceiling tile stained CR 504: broken electrical outlet cover plate, AC-Vent broken, ceiling tile sagging dirty door
Interior: Interior Surfaces		X		300 A speech: Ceiling tile warped 400 girls restroom: sinks need chaulking, Dirty doors, toilet paper cover loose, light switch cover broke. 400 womans restroom: dirty door, AC-Vents dirty, wall sign faded CR 404: cove base detaching CR 501: Door handle broken, sink the faucet loose, stains on ceiling, cabinet door needs adjust and dirty, window seals dirty. CR 502: cabinet door broken, window seals dirty, door not closing properly CR 505: separating ceiling tile, window seals dirty Stage: foot of stairs damaged cove base , all hand rails need paint
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			300 C: Cobwebs spiders. 400 boys rm: Doors dirty, light fixure, rust on vent, sinks need chaulking.

School Facility Conditions and Planned Improvements

				<p>CR 603: room has microwave , fridge and hot plate, entrance crack wall, cobwebs, window sells cobwebs, sink water goes to slow.</p> <p>Health office: Dirty vent.</p> <p>Kitchen: Dirty on window seal</p> <p>Multiple Purpose: Dirty walls, floor stains and filthy.</p> <p>Play toy: small play toy - paint peeling; cobwebs; large play toy - paint peeling; cobwebs, small toy dirty, small toy steps rusting</p>
Electrical		X		<p>300 center rm: no fire extinguisher, lighth fixture loose</p> <p>300B: Ceiling tile light fixture loose, sensor cover missing.</p> <p>400 elec rm: Panels blocked</p> <p>Admin Women's restroom: GFCI does not work</p> <p>CR 503 TFLP: 2 cover electric plugs missing, sink doors need adjustment, cobwebs windows seals, door not closing properly</p> <p>CR 504: broken electrical outlet cover plate, AC-Vent broken, ceiling tile sagging dirty door</p> <p>CR 602: plug in box broken by electrical box</p> <p>Kitchen storage: cover on outlet broken</p>
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			<p>400 boys rm: Doors dirty, light fixure, rust on vent, sinks need chaulking.</p> <p>400 girls restroom: sinks need chauklng, Dirty doors, toilet paper cover loose, light switch cover broke.</p> <p>CR 305: Screen window rip, low pressure sink, sink doors loose.</p> <p>CR 401: sink cabinet door laminate - corner peeled off, sharp edges; door doesn't shut all the way</p> <p>CR 402: Sink doors loose</p> <p>CR 501: Door handle broken, sink the faucet loose, stains on ceiling, cabinet door needs adjust and dirty, window seals dirty.</p> <p>CR 502: cabinet door broken, window seals dirty, door not closing properly</p> <p>CR 503 TFLP: 2 cover electric plugs missing, sink doors need adjustment, cobwebs windows seals, door not closing properly</p> <p>CR 601: blinds missing hook, water drains slow.</p>

School Facility Conditions and Planned Improvements

			CR 604: sink countertop stained and backsplash needs caulking, outside wall cracking door peeling
Safety: Fire Safety, Hazardous Materials	X		200 center rm: no fire extinguisher 200A: Panel blocked. 200D: fire extinguisher not mounted 300 center rm: no fire extinguisher, lighth fixture loose 300 Electrical Room: electrical panel blocked Admin Electrical: Electrical box blocked, door key won't work CR 405: Plug in diffuser CR 603: room has microwave, fridge and hot plate, entrance crack wall, cobwebs, window sills cobwebs, sink water goes to slow. Fairwinds: misc. household cleaners under sink; wires going across the floor back door pathway - trip hazard; 1 stained ceiling tile
Structural: Structural Damage, Roofs	X		400 B: Clock not set right, tack board rip, cabinet not secure, ceiling tile stain. Copier room: vent damaged, ceiling tile stained CR 204: Sink doors loose, 1 ceiling tile stain. CR 205: stained ceiling tile CR 403: stained ceiling tile and light fixtures CR 406: sink loose doors, door doesn't close properly, stained ceiling tile CR 501: Door handle broken, sink the faucet loose, stains on ceiling, cabinet door needs adjust and dirty, window seals dirty. Library: ceiling tile stains Staff lounge: stained ceiling tile
External: Playground/School Grounds, Windows/Doors/Gates/Fences		X	200B: Door doesn't shut properly 400 A: door gets stuck trying to open from inside and out Admin Electrical: Electrical box blocked, door key won't work CR 201: door not closing properly CR 202: door doesn't shut properly. CR 304: screen on window ripped CR 305: Screen window rip, low pressure sink, sink doors loose.

School Facility Conditions and Planned Improvements

				<p>CR 401: sink cabinet door laminate - corner peeled off, sharp edges; door doesn't shut all the way</p> <p>CR 406: sink loose doors, door doesn't close properly, stained ceiling tile</p> <p>CR 502: cabinet door broken, window seals dirty, door not closing properly</p> <p>CR 503 TFLP: 2 cover electric plugs missing, sink doors need adjustment, cobwebs windows seals, door not closing properly</p> <p>CR 601: blinds missing hook, water drains slow.</p> <p>CR 604: sink countertop stained and backsplash needs caulking, outside wall cracking door peeling</p> <p>Kinder Play Toy: Turf needs cleaning</p> <p>Play toy: small play toy - paint peeling; cobwebs; large play toy - paint peeling; cobwebs, small toy dirty, small toy steps rusting</p> <p>Playground: benches on table bent</p>
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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	274	NT	NT	NT	NT
Female	137	NT	NT	NT	NT
Male	137	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	241	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	12	NT	NT	NT	NT
English Learners	122	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	235	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	46	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	274	NT	NT	NT	NT
Female	137	NT	NT	NT	NT
Male	137	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	241	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	12	NT	NT	NT	NT
English Learners	122	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	235	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	46	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	276	267	97	3	32
Female	137	136	99	1	35
Male	139	131	94	6	29
American Indian or Alaska Native	0	0	0	0	0
Asian	14	12	86	14	50

Black or African American	3	3	100	0	67
Filipino	0	0	0	0	0
Hispanic or Latino	240	234	98	3	31
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	7	7	100	0	14
White	12	11	92	8	25
English Learners	132	130	98	2	11
Foster Youth	1	1	100	0	0
Homeless	2	2	100	0	0
Military	8	6	75	25	38
Socioeconomically Disadvantaged	229	222	97	3	28
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	40	40	100	0	13

*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	276	268	97	3	10
Female	137	137	100	0	9
Male	139	131	94	6	10
American Indian or Alaska Native	0	0	0	0	0
Asian	14	12	86	14	21
Black or African American	3	3	100	0	33
Filipino	0	0	0	0	0
Hispanic or Latino	240	235	98	2	9
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	7	7	100	0	14
White	12	11	92	8	0
English Learners	132	130	98	2	4
Foster Youth	1	1	100	0	0
Homeless	2	2	100	0	0
Military	8	6	75	25	13
Socioeconomically Disadvantaged	229	223	97	3	8
Students Receiving Migrant Education Services	0	0	0	0	0

Students with Disabilities	40	40	100	0	0
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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	76	NT	NT	NT	NT
Female	38	NT	NT	NT	NT
Male	38	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	68	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	27	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	67	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	NT	NT	NT	NT

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

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

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Contact person: Principal Bree Watson
Contact Person Phone Number: (619) 420-3940

Research shows a high correlation between parent involvement and effective schools. At Loma Verde, we recognize and value the importance of parent involvement. In creating a thriving learning environment for all children, we encourage parents to visit and partner with our school. Loma Verde has a Parent-Teacher Organization (PTO), which sponsors many projects for the benefit and welfare of our children. Parents are encouraged to participate in school and district staff development activities, including active participation and membership of our English Language Acquisition Committee (ELAC), School Site Council (SSC), and Budget Advisory Committee. During our Coffee with the Principal meetings, ELAC, PTO, and SSC parent Information meetings, parents are informed about assessment, curriculum, and instruction. Also, we provide parents with useful information and ways they can contribute as active school partners to ensure our children continue to receive an excellent education. This school year we again partnered with South Bay Community Services to bring the "Promotoras" program to Loma Verde. These are community members that are trained to work with families in meeting their needs. They have provided a wide variety of parent classes.

Loma Verde is fortunate to offer parent programs on-site and virtual to guide and support parents with their understanding of the California Content Standards. At Coffee with the Principal meetings, we provide parents with opportunities to learn how to support their children's language and literacy development, our health and wellness policy, social-emotional supports, along with ways to support students with academics. In addition to strengthening family relationships, Loma Verde offers other programs, such as an anti-bullying program, and social-emotional education.

For more than 29 years, Loma Verde has participated as a Partner-in-Education with the U.S. Navy in our Saturday Scholars Program. Over 50 navy tutors volunteer during the Fall and Spring to work with students one on one in researching career pathways in the medical field.

We value our volunteers and invite you to make a difference at Loma Verde. To volunteer, feel free to contact our office at (619) 420-3940. Spanish translation services are available.

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	553	549	107	19.5
Female	268	267	45	16.9
Male	285	282	62	22.0
American Indian or Alaska Native	0	0	0	0.0
Asian	9	9	1	11.1
Black or African American	11	11	3	27.3
Filipino	24	24	0	0.0
Hispanic or Latino	482	479	99	20.7
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	6	6	1	16.7
White	21	20	3	15.0
English Learners	300	299	68	22.7
Foster Youth	5	5	2	40.0
Homeless	2	2	0	0.0
Socioeconomically Disadvantaged	430	427	95	22.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	84	84	22	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	0.70	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	1.53	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 continue to be of the utmost importance at Loma Verde. We have fire, emergency, earthquake, lockdown, and shelter in place preparedness drills as well as bus evacuation drills and playground systematic supervision. In class, students receive character education with the Zones of Regulation Curriculum, Sanford Harmony Curriculum, and Second Step. We have drug and alcohol abuse prevention education programs, child safety education, weekly Monday assemblies, and a school-wide positive behavior intervention and support program. In partnership with parents, teachers, the District, and the Chula Vista Police Department, the school teaches students proactive strategies they can learn to utilize in successful conflict resolution. The School Site Council approved the School Safety Plan on December 14, 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	22	1	4	
1	22	1	2	
2	17	3	1	
3	21	1	2	
4	22	1	2	
5	17	1	2	
6	22		3	

2019-20 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	2	4	
1	20	1	3	
2	21	1	3	
3	15	3	1	
4	27		3	
5	15	2	2	
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	19	3	2	
1	20	1	3	
2	21	1	3	
3	19	3	1	
4	20	1	2	
5	26	1	2	
6	15	3	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	1072

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)	0.5
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.8
Social Worker	0
Nurse	0.7
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	13,531.35	4,054.02	9,477.33	79,848
District	N/A	N/A	190,145,679	\$82,315
Percent Difference - School Site and District	N/A	N/A	-200.0	-3.0
State			\$8,444	\$85,863
Percent Difference - School Site and State	N/A	N/A	11.5	-7.3

2020-21 Types of Services Funded

In order for students to be ready for college and a career, a part-time math resource teacher supports students and teachers in math. The math resource teacher uses both the "push-in" and "pull-out" models to support students who are struggling to master standards in mathematics. Loma Verde offers supplemental services after school. For students in kindergarten through 6th grades, students were selected to attend the Extended DayReading Program for reading and writing. Once a week, students voluntarily attend the Math 24 program, and additional tutoring is provided two to three days a week for newcomers.

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

Each year, targeted professional improvement activities are provided for teachers, instructional aides, and other employees. Activities reflect the school's goals and objectives and are part of Loma Verde's School Plan for Student Achievement. Staff development topics for 2019-2020, 2020-2021, and 2021-2022 included a focus on literacy with an emphasis on the full implementation of the Benchmark Advanced language arts program, English Learner development, social-emotional learning, and mathematics. All primary teachers received extensive literacy training with a focus on expository reading and writing on the California Content Standards. Teachers attended specialized training in areas determined by teachers and the principal as part of their professional growth. All teachers continue to receive training on how to utilize the California Content Standards to ensure mastery for all children. Social Emotional Learning continues to be a focus of our school this year. We are in the fifth year of our PBIS (Positive Behavior Intervention Supports) for our school. Teachers continue to receive support with trauma-informed care, Restorative Practices, Second Step, and Sanford Harmony Curriculum to help deepen students' self-efficacy.

Staff Development topics include a laser-like focus on the Common Core State Standards and Social-Emotional Learning, as follows:

- 1. Sanford Harmony Curriculum for Social-Emotional Learning
- 2. Common Core Mathematics - Collaborative Conversations in Math
- 3. District Training on English Language Development, Technology, and Writing
- 4. Guided Language Acquisition Design (GLAD)
- 5. Learning Intentions and Success Criteria
- 6. English Language Arts Benchmark Advanced Curriculum Training
- 7. Reading Foundational Skills and Guided Reading Training
- 7. iReady supplemental math program

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			

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.					