

Los Altos 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	Los Altos Elementary School
Street	1332 Kenalan Drive
City, State, Zip	San Diego CA 92154
Phone Number	(619) 690-5880
Principal	Nestor Espinoza
Email Address	
School Website	
County-District-School (CDS) Code	37-68023-6070825

2021-22 District Contact Information

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

2021-22 School Overview

Description

Los Altos School is one of 49 schools, including charters, in the Chula Vista Elementary School District. It is located in a residential, multi-ethnic, and multiracial community in South San Diego. Los Altos School offers instructional programs designed to meet students' diverse needs such as, Mainstream English, Structured English Immersion, and a Dual Language Immersion (English/Spanish) Program. Our students, parents, and staff exhibit a sense of pride in our school and its commitment to learning.

The Los Altos academic program offers students an integrated curriculum centered on the California Content Standards and District adopted curriculum. Results driven teaching and learning characterizes the work teachers and staff do every day to ensure that all children meet academic standards. Los Altos is committed to providing powerful teaching and learning every day for every child in every classroom during the school day.

LOS ALTOS SCHOOL VISION:

Los Altos will embrace, promote and value biliterate and bicultural visionary thinkers who will become leaders that actively serve in their community.

LOS ALTOS ELEMENTARY MISSION:

At Los Altos Elementary School, students, parents, staff and community members collaborate toward constructing and fulfilling a vision of success for the entire school. Our school is a total learning community committed to a set of common goals that contribute to creating a culture for growth, creativity, and powerful learning. Student-based decision-making drives all educational activities, actions, and goals. Los Altos creates a learning environment that builds on children's strengths and unique talents while actively exhibiting high expectations for all students.

All segments of the school community assume leadership roles in moving our school toward a vision of educational excellence. Los Altos School is a professional community with the expertise to create the best programs for its children, staff, and parents. Powerful teaching and learning is based on current research and best practice. At Los Altos School, all children have the opportunity to reach their full potential. We plan our teaching to meet our students' individual learning needs. .

2021-22 School Overview

Our school values the language and culture of all students. Equity and access guide the actions and interactions of people in our school community. We create students who are prepared for the world and job market by being technologically proficient and multilingual. Our school accepts the challenges of a changing world and collectively responds to those challenges by placing children first.

Students at Los Altos School are empowered with the knowledge and skills that will enable them to adapt and transform their community and the world around them.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	54
Grade 1	38
Grade 2	41
Grade 3	39
Grade 4	49
Grade 5	39
Grade 6	38
Total Enrollment	298

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	42.3
Male	57.7
Asian	0.3
Black or African American	1.3
Filipino	3.4
Hispanic or Latino	91.9
Native Hawaiian or Pacific Islander	0.3
White	2.7
English Learners	51
Foster Youth	0.3
Homeless	0.7
Socioeconomically Disadvantaged	83.2
Students with Disabilities	17.8

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)	14.1	84.5	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)	0.6	3.6	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	2.0	11.9	106.0	7.7	18854.3	6.9
Total Teaching Positions	16.7	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	0.6
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.6

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

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

2020-21 Class Assignments

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

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

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

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

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

Year and month in which the data were collected

August 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Reading ELA program. Guided Reading books and classroom libraries	Yes	0%
Mathematics	Go Math! and Eureka Math	Yes	0%
Science	Houghton-Mifflin Science series for Kindergarten to Sixth Grade English and Spanish. Adopted Spring 2008.	Yes	0%

History-Social Science	Benchmark ELA materials are intergrated with Social Sciences.	Yes	0%
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School Facility Conditions and Planned Improvements

The school grounds, buildings and classroom environment at Los Altos Elementary School are maintained daily to support the school's current student and staff enrollment. The District maintains a planned inspection and maintenance program, which ensures routine maintenance functions are performed on a scheduled basis. The custodial staff performs daily facility checks and basic cleaning operations throughout the day for the safety and well being of all school community members. School site goal is to reach repair status grades of exemplary levels for the next inspection period.

Year and month of the most recent FIT report

9/30/2020

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		300 ext. girls RR: sink needs chaulking, partitions dirty and have holes , walls and door dirty. 400 ext. Girls RR: left sink needs chaulking, door vents rusted seam cracking on wall, mirror peeling CR 501: small holes on tackboard, missing knob on cabinet. Kitchen girls RR: sinks need chaulking; door doesn't shut all the way, door rusting, chip on wall, ceiling paint chip, old stain on floor tiles. Kitchen storage office: Small hole on ceiling tile and 1 scratch Lep aide office: ceiling tile scratch Library: Sink handles missing, 1 has a pin sticking out. Lounge: Cabinets has stains and broken formaica by sink.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			CR 201 kinder: Floor tile scratch, dirty doors, tile ceiling sagging. CR 302: Dirty door and doesn't close properly, 1 ceiling tile cracked. CR 306: Dirty walls by sink CR 408: Walls and door dirty, stain on carpet. YMCA Portable: big stains on rug, few ceiling tiles loose from brackets, dirty walls, cobwebs spiders.
Electrical	X			CR 401: 1 light out CR 403: 1 light out

School Facility Conditions and Planned Improvements

Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			300 ext. Boys RR: sink needs chaulking ,holes in wall tile , partitions rusty , inside corner of tile cracked 300 ext. girls RR: sink needs chaulking, partitions dirty and have holes , walls and door dirty. 400 ext. Girls RR: left sink needs chaulking, door vents rusted seam cracking on wall, mirror peeling CR 202: #1 R/R toilet seat loose, 1 light out, door trim scratch, 2 restroom stains on walls, sink low pressure. Kitchen boys RR: right sink needs chaulking. Kitchen girls RR: sinks need chaulking; door doesn't shut all the way, door rusting, chip on wall, ceiling paint chip, old stain on floor tiles.
Safety: Fire Safety, Hazardous Materials	X			CR 304: fire extinguisher and fire alarm handle blocked. CR 305: cleaners under sink , cabinet under sink missing 2 handles CR 603 rsp: Cleaners under sink , stained ceiling tile, vents dirty, ceiling tile warp, bookcase not secure to wall.
Structural: Structural Damage, Roofs	X			301 Parent Work Room: stained ceiling tile CR 504: Electrical cover missing, carpet stains, ceiling tile stain Custodian: roof hatch hard to lock
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			CR 503: Inside door doesn't shut properly, cabinet door loose. Kitchen boys RR: right sink needs chaulking. Kitchen girls RR: sinks need chaulking; door doesn't shut all the way, door rusting, chip on wall, ceiling paint chip, old stain on floor tiles. Play Toy: alittle rusted

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	187	NT	NT	NT	NT
Female	78	NT	NT	NT	NT
Male	109	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	170	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	0	0	0	0	0
White	--	NT	NT	NT	NT
English Learners	104	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	162	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	187	NT	NT	NT	NT
Female	78	NT	NT	NT	NT
Male	109	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	170	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	0	0	0	0	0
White	--	NT	NT	NT	NT
English Learners	104	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	162	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	165	161	98	2	23
Female	72	70	97	3	26
Male	93	91	98	2	20
American Indian or Alaska Native	0	0	0	0	0
Asian	5	5	100	0	80

Black or African American	1	0	0	100	0
Filipino	0	0	0	0	0
Hispanic or Latino	152	149	98	2	22
Native Hawaiian or Pacific Islander	1	1	100	0	0
Two or More Races	0	0	0	0	0
White	6	6	100	0	17
English Learners	90	87	97	3	10
Foster Youth	1	1	100	0	0
Homeless	1	1	100	0	0
Military	3	2	67	33	33
Socioeconomically Disadvantaged	144	141	98	2	22
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	27	25	93	7	11

*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	165	163	99	1	12
Female	72	71	99	1	11
Male	93	92	99	1	13
American Indian or Alaska Native	0	0	0	0	0
Asian	5	5	100	0	80
Black or African American	1	0	0	100	0
Filipino	0	0	0	0	0
Hispanic or Latino	152	151	99	1	11
Native Hawaiian or Pacific Islander	1	1	100	0	0
Two or More Races	0	0	0	0	0
White	6	6	100	0	0
English Learners	90	89	99	1	7
Foster Youth	1	1	100	0	0
Homeless	1	1	100	0	0
Military	3	2	67	33	33
Socioeconomically Disadvantaged	144	143	99	1	10
Students Receiving Migrant Education Services	0	0	0	0	0

Students with Disabilities	27	26	96	4	4
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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	48	NT	NT	NT	NT
Female	19	NT	NT	NT	NT
Male	29	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	--	NT	NT	NT	NT
Hispanic or Latino	43	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	26	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	36	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: Néstor D. Espinoza-Agraz, School Principal
Contact Person Phone Number: (619) 690-5880

Parents and local community members are encouraged to actively participate in the daily school functions and school-wide events. Parents are key stakeholders and are urged to take an active role in planning school goals and objectives for student achievement. Parents are a valuable asset at Los Altos School and are included in the decision-making process. Parents participate in school activities such as reading programs, field trips, fundraisers, and supporting the teacher in the classroom. A parent volunteer workroom provides a designated area for parents to help teachers prepare instructional activities. Parents are an integral part of our student support system. They participate in our Everyone a Reader intervention program and work with specific students throughout the year to develop literacy skills.

Our school psychologist, school counselor, district Social Worker and our partnership with the local Family Resource Centers, YMCA and CVESD administrative offices provide continuous training for parents on how to help their children at home with the academic grade level standards, homework and social issues. The principal informs parents about educational reform and school data, and is focused on spreading the message on the importance of attendance, tardiness, and parent commitment to their children's education as key indicator of academic success. The school reaches out to parents via phone and email messages as well as an active Facebook page.

The school has a small active ELAC and School Site Council that involve parents at the governance level for improving student achievement. Principal and staff believe input is vitally important to the success of our school and embraces a student-based decision-making model. A continuous effort by teachers, students, staff and administration will be placed in increasing parent involvement and participation. We have a promotora that works part-time at Los Altos to support parents, and build parent capacity.

Parent engagement continues to be a challenge during distance learning, but teachers and staff continue to reach out via phone, online, email, and text.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	347	338	37	10.9
Female	147	140	19	13.6
Male	200	198	18	9.1
American Indian or Alaska Native	0	0	0	0.0
Asian	2	2	0	0.0
Black or African American	5	5	1	20.0
Filipino	10	10	0	0.0
Hispanic or Latino	315	307	36	11.7
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	0	0	0	0.0
White	13	12	0	0.0
English Learners	207	203	22	10.8
Foster Youth	2	2	0	0.0
Homeless	2	2	0	0.0
Socioeconomically Disadvantaged	289	283	34	12.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	59	59	6	10.2

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	0.85	0.00	0.79	0.02	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	0.56	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

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

2021-22 School Safety Plan

Student safety and well being are practiced and promoted throughout the school year by activities including bi-monthly fire, emergency/disaster, earthquake, lock-down, shelter-in-place evacuation practice drills. Playground safety is promoted by ongoing supervision by the principal, classroom teachers, noon duty assistants, and custodial staff. Quarterly rules assemblies remind students and staff about the playground and school rules. Our Second Step and Sanford Harmony programs are taught in every classroom and promote problem-solving among students and social emotional growth. Drug and alcohol abuse prevention, child abuse awareness, and gang involvement prevention are also areas of focus in the program of student well being. Students are able to discuss issues concerning them in student support groups facilitated by the school counselor, our Dinosaur School (treatment curriculum), therapist, and school psychologist. Referrals for family crisis, counseling, etc. are forwarded to local agencies such as Rayo de Esperanza to assist with personal well being issues. During distance learning, we have implemented an SST system to address any issues with students who are disengaged from school and/or have chronic absences.

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	18	2	1	
1	19	2		
2	24		2	
3	19	2		
4	15	1		
5	25		2	
6	19	2	1	
Other	10	1		

2019-20 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	13	4	1	
1	14	3		
2	20	2		
3	15	1	2	
4	17	2		
5	18	2		
6	17	1	1	
Other	16	1		

2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	14	4		
1	17	2		
2	17	2		
3	20	1	1	
4	14	2	1	
5	12	3		
6	17	2		
Other	13	2		

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	298

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)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.6
Social Worker	0
Nurse	0.4
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	2.7

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	15,747.21	5,594.96	10,152.26	79,851
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	18.4	-7.3

2020-21 Types of Services Funded

District funds were used for Extended Day Program, which focused on reading intervention; Supplemental Educational Services targeting students not performing at grade-level. One Part time program support teacher provided support for students in the area of Reading. Title I funds were used to purchase books, magazines and literacy support materials for classrooms and library. Title I funding was also used to provide a part-time Literacy and Coach for grade level collaboration or individual professional development, guidance and coaching throughout the 2021-22 year. In addition, Title 1 was used to fund a full-time school counselor that provides one-on-one support and group support to students and families. Our school also used funds to purchase teacher/staff TVs which helped facilitate learning.

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

Data driven, standards based, strategic staff professional development translates to student achievement. Curriculum and research-based professional development is focused, sustained and linked to student learning. It requires a deep knowledge of content, a repertoire of instructional strategies, understanding of student needs and development, and a belief that all students can learn when given the opportunity. Teachers and support staff are also given opportunities to collaborate and plan amongst the grade levels as well as vertically to seek best practices and adapt and implement them within their own grade level. The Los Altos staff uses the grade level common core state standards, assessment data and district adopted curriculum to guide and drive its instructional focus. Classroom teachers meet with the administrator and/or coach at least twice a month during collaboration or individually to review student data and academic progress in Literacy, Math and Writing.

Los Altos teachers have participated in numerous trainings, workshops, and conferences provided by ESSC, in-house school site coaches and outside consultants. Staff development offers teachers and staff the opportunity to learn and engage in professional dialogue and research. Staff training has included a focus on effective strategies for distance learning. During typical school years, teachers were provided support via the side-by-side coaching model and were given opportunities to learn through grade-level PD with the coach. Currently, professional development and coaching has all revolved around effective practices during distance learning as well as professional development sessions on equity.

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	21		

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.					