

# Olympic View Elementary School

## 2021 School Accountability Report Card



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

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

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fq/aa/lc/](http://www.cde.ca.gov/fq/aa/lc/)

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

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

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

## 2021-22 School Contact Information

<b>School Name</b>	Olympic View Elementary School
<b>Street</b>	1220 S. Greensview Dr
<b>City, State, Zip</b>	Chula Vista, CA 91915
<b>Phone Number</b>	(619) 656-2030
<b>Principal</b>	Lisa Lines
<b>Email Address</b>	<a href="mailto:lisa.lines@cvesd.org">lisa.lines@cvesd.org</a>
<b>School Website</b>	<a href="http://www.olympicviewgoldeneagles.org">www.olympicviewgoldeneagles.org</a>
<b>County-District-School (CDS) Code</b>	37-68023-6113021

## 2021-22 District Contact Information

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

## 2021-22 School Overview

### School Description

Olympic View School is one of 49 schools in the Chula Vista Elementary School District, including charters. Olympic View was built in 1995. Each of its five academic buildings has four classrooms and a workroom. Fourteen permanent portables have been added to accommodate Olympic View's growth.

Mission Statement: Olympic View Golden Eagles belong, learn, and lead to succeed

### Mission:

The Olympic View Community believes that ALL students, staff, parents and community members are leaders. We are a Leader in Me school and focus on developing the 7 habits of highly effective people. Students are encouraged to develop and share their passion by leading others. Students are given input on the decisions made at the school as well as developing clubs, leading initiatives, and leading activities and programs at our school.

Our school wide mission statement is: Olympic View Golden Eagles belong, learn, and lead to succeed.

Our children are at the center of all our decisions. Olympic View Elementary School provides a rigorous, well-balanced education, preparing students for the 21st Century.

We value the development of the whole child. At Olympic View, students reach their highest potential intellectually, physically, emotionally, and socially. Building on a strong foundation of academics, students acquire the skills to be literate, creative, constructive, and contributing citizens.

Olympic View students are prepared to compete in a technologically advanced world. They value tolerance, respect and diversity. Upon leaving Olympic View, students are responsible, resilient, lifelong learners who "make every minute count". Students appreciate Olympic View as an essential building block in their personal and academic growth.

Our entire community embodies the Olympic spirit by modeling positive human relations. Families, students, staff, community, and businesses work together to make decisions while accepting the responsibility for the success of our children. We ensure a safe environment in which all individuals have a sense of belonging and everyone is treated with dignity and respect. Olympic

## 2021-22 School Overview

View serves as a center where activities and programs enrich the entire community in the areas of fine arts, academics, technology, and physical well being. The Olympic View community is dedicated to preparing our students for the ever-changing future. Olympic View's Shared Vision is the result of collaboration among students, staff, parents, EastLake High School, East Lake Middle School, the East Lake Educational Foundation, and community businesses.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	82
Grade 1	85
Grade 2	79
Grade 3	99
Grade 4	104
Grade 5	101
Grade 6	128
Total Enrollment	678

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.3
Male	50.7
American Indian or Alaska Native	0.6
Asian	4.3
Black or African American	5.3
Filipino	16.7
Hispanic or Latino	54.4
Two or More Races	6
White	12.2
English Learners	15.5
Homeless	0.1
Socioeconomically Disadvantaged	37.8
Students with Disabilities	10.8

## 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)	29.5	100.0	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)	0.0	0.0	31.4	2.3	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.0	0.0	14.0	1.0	12115.8	4.4
Unknown	0.0	0.0	106.0	7.7	18854.3	6.9
Total Teaching Positions	29.5	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	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

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

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

## 2020-21 Class Assignments

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

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

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

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

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

Year and month in which the data were collected

September 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Benchmark Universe for Kindergarten to Sixth grade in English and Spanish. Adopted in Spring 2017.	Yes	0%
<b>Mathematics</b>	Go Math Houghton Mifflin Math Adoption for Kindergarten to Sixth grade in English and Spanish. Adopted Spring 2015.	Yes	0%
<b>Science</b>	Houghton-Mifflin Science series for Kindergarten to Sixth Grade English and Spanish. Adopted Spring 2008.	Yes	0%

<b>History-Social Science</b>	Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish). Adopted Spring 2007.	Yes	0%
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## School Facility Conditions and Planned Improvements

Classroom space at Olympic View Elementary School is adequate to support our school's current enrollment. The District maintains a planned program, which ensures routine maintenance functions are performed on a scheduled basis. The District re-carpeted Olympic View facilities in July 2014. The Olympic View custodial staff performs basic cleaning operations daily while restrooms are monitored hourly.

Olympic View has a secured campus with six outside entry areas. There are two vehicle entrances into separate parking lots and drop-off/pick-up zones. Traffic patterns are monitored often to insure safety during times when students are picked up and dropped off. One of our noon duties has extended hours to monitor traffic flow in the South pick-up area. Adjustments to traffic patterns are discussed with the entire school community before permanent changes are made. There is always supervision in front of the school during dismissal time by the principal, and/or school staff. No student should remain on campus in an unsupervised area or activity. Students leaving campus during school hours must be checked out through the office by an adult listed on the student's emergency card. The teacher will be notified and the student will be dismissed to the office area. Any visitors to the school must check in and out through the main office's Raptor system.

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

10/7/2020

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		501 office: Very cluttered, shelves not secured 502 storage: bookcase not secure CR 301: 1 stain ceiling tile, 2 cabinets not secure CR 601: shelf behind teacher not secure CR 803: Loose door handle, wall damage, side trim for sink, IT box open next to TV, 1 ceiling tile damaged, chemicals under sink, counter top missing. Multipurpose Girls RR: loose toilet seat, stained mirror Multipurpose Room: Wall paper has hole back wall Principal: 1 broken ceiling tile Room A: 1 stain ceiling tile room A south, IT box exposed. toilet building safety patrol storage: tape over light switch, shelf not secured
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			402 office: Dirty vent, light switch block, 5 shelf not secure.
<b>Electrical</b>		X		600 custodian/electrtical: exhaust fan does not work. CR 703 kinder: household chleaners under the sink, open IT box behind TV.

## School Facility Conditions and Planned Improvements

				<p>CR 801: Open IT box on N wall.</p> <p>CR 803: Loose door handle, wall damage, side trim for sink, IT box open next to TV, 1 ceiling tile damaged, chemicals under sink, counter top missing.</p> <p>CR 902: Door doesn't close properly, 2 lights out</p> <p>CR 904: Electrical socket under the TV is loose.</p> <p>CR 907: Household cleaners under sink, 1 light out, 1 stained ceiling tile</p> <p>Kitchen: Fly fan not on</p> <p>Multipurpose Men's RR: light out</p> <p>Multipurpose Womens RR: 1 light out</p> <p>Room A: 1 stain ceiling tile room A south, IT box exposed.</p>
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		<p>615 work room: hot water lever low pressure</p> <p>CR 202: sink handle falls off.</p> <p>CR 304: sink trap leaks.</p> <p>CR 606: Urine stains on tile, plug in diffuser, 7 ceiling tiles falling out.</p> <p>Multipurpose Boys RR: stains on floor, loose toilet seat.</p> <p>Multipurpose Girls RR: loose toilet seat, stained mirror</p> <p>Toilet bldg. Mens RR: 2 loose toilet seats.</p>
<b>Safety:</b> Fire Safety, Hazardous Materials	X			<p>CR 302: chemicals under sink</p> <p>CR 402: Household under sink</p> <p>CR 403: chemicals under sink</p> <p>CR 504: weather strip on door is broken, household cleaners under sink</p> <p>CR 606: Urine stains on tile, plug in diffuser, 7 ceiling tiles falling out.</p> <p>CR 703 kinder: household chleaners under the sink, open IT box behind TV.</p> <p>CR 802: cleaner under sink</p> <p>CR 803: Loose door handle, wall damage, side trim for sink, IT box open next to TV, 1 ceiling tile damaged, chemicals under sink, counter top missing.</p> <p>CR 907: Household cleaners under sink, 1 light out, 1 stained ceiling tile</p>
<b>Structural:</b> Structural Damage, Roofs	X			<p>CR 301: 1 stain ceiling tile, 2 cabinets not secure</p> <p>CR 905 computer lab: stained ceiling tiles</p> <p>CR 906: 1 stained ceiling tile</p>

## School Facility Conditions and Planned Improvements

				CR 907: Household cleaners under sink, 1 light out, 1 stained ceiling tile
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			200 custodian: door sticks 200 electrical: Cobwebs door not closing properly. CR 401: door not closing properly CR 502: Door doesn't close properly CR 504: weather strip on door is broken, household cleaners under sink CR 604: front door not closing properly CR 803: Loose door handle, wall damage, side trim for sink, IT box open next to TV, 1 ceiling tile damaged, chemicals under sink, counter top missing. CR 902: Door doesn't close properly, 2 lights out Multipurpose Womens RR: 1 light out Play Toy: Broken yellow pole cover under main platform, needs wood chip at base of slide. Playground: Loose chain link with wires sticking out and goal E chainlink broken bottom wire. Stage: fire riser room door drags on tile floor when closing.

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		



## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	440	NT	NT	NT	NT
Female	211	NT	NT	NT	NT
Male	229	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	17	NT	NT	NT	NT
Black or African American	25	NT	NT	NT	NT
Filipino	70	NT	NT	NT	NT
Hispanic or Latino	244	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	35	NT	NT	NT	NT
White	47	NT	NT	NT	NT
English Learners	62	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	155	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	53	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	440	NT	NT	NT	NT
Female	211	NT	NT	NT	NT
Male	229	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	17	NT	NT	NT	NT
Black or African American	25	NT	NT	NT	NT
Filipino	70	NT	NT	NT	NT
Hispanic or Latino	244	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	35	NT	NT	NT	NT
White	47	NT	NT	NT	NT
English Learners	62	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	155	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	53	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	432	417	97	3	69
Female	208	200	96	4	75
Male	224	217	97	3	65
American Indian or Alaska Native	2	2	100	0	100
Asian	90	89	99	1	83

<b>Black or African American</b>	24	21	88	13	58
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	239	229	96	4	61
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	31	31	100	0	90
<b>White</b>	46	45	98	2	76
<b>English Learners</b>	61	59	97	3	28
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	106	103	97	3	81
<b>Socioeconomically Disadvantaged</b>	169	156	92	8	50
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	50	46	92	8	40

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

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

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

<b>iReady Student Groups</b>	<b>iReady Total Enrollment</b>	<b>iReady Number Tested</b>	<b>iReady Percent Tested</b>	<b>iReady Percent Not Tested</b>	<b>iReady Percent At or Above Grade Level</b>
<b>All Students</b>	432	417	97	3	37
<b>Female</b>	208	200	96	4	39
<b>Male</b>	224	217	97	3	34
<b>American Indian or Alaska Native</b>	2	2	100	0	100
<b>Asian</b>	90	89	99	1	59
<b>Black or African American</b>	24	22	92	8	21
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	239	228	95	5	26
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	31	31	100	0	48
<b>White</b>	46	45	98	2	48
<b>English Learners</b>	61	59	97	3	15
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	106	103	97	3	43
<b>Socioeconomically Disadvantaged</b>	169	156	92	8	24
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0

<b>Students with Disabilities</b>	50	45	90	10	16
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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
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	--	N/A	28.72

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	105	NT	NT	NT	NT
<b>Female</b>	43	NT	NT	NT	NT
<b>Male</b>	62	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	14	NT	NT	NT	NT
<b>Hispanic or Latino</b>	58	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	13	NT	NT	NT	NT
<b>English Learners</b>	17	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	40	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	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: Linda Wong  
Contact Person Phone Number: (619) 656-2030

Parents and parent organizations have been a continuing source of support and partnership for us. Parents, through School Site Council (SSC), Parent-Teacher Club (OPTC), Multicultural Family Association (MFA) also known as the English Learner Advisory Committee (ELAC), and schoolwide committees assist in decision-making at Olympic View. Volunteers provide valuable resources, giving their time, talent, and energy. Olympic View parents have generously donated hardware and software to the school. They also help us obtain these resources from their places of employment and other community member contacts.

Parents lead the way in many of our school activities. Some of these are: Packet Pick up Night, Back to School BBQ, Fall Festival, Book Fair, Fun Run, Kid's Heart Challenge, Valentine's Dance, Holiday Craft Night.

Parent volunteers have been extremely helpful in assisting with Safety Patrol, GATE program, library, classrooms, assemblies, and on field trips. Volunteers are honored each year by Olympic View administration, staff, and students at Volunteer Appreciation Assemblies and throughout the year.

Parents also have the opportunity to participate in our Measurable Results Survey each May.

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	718	696	45	6.5
Female	348	338	21	6.2
Male	370	358	24	6.7
American Indian or Alaska Native	4	4	0	0.0
Asian	30	29	0	0.0
Black or African American	39	39	2	5.1
Filipino	116	112	1	0.9
Hispanic or Latino	392	379	39	10.3
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	44	43	0	0.0
White	89	86	3	3.5
English Learners	128	125	10	8.0
Foster Youth	0	0	0	0.0
Homeless	2	1	1	100.0
Socioeconomically Disadvantaged	280	267	36	13.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	88	85	11	12.9

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety



## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	0.13	0.00	0.79	0.02	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.08	0.00

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

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	0.00	0.56	2.45
<b>Expulsions</b>	0.00	0.00	0.05

## 2020-21 Suspensions and Expulsions by Student Group

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

## 2021-22 School Safety Plan

Student safety, well-being, and self-esteem are promoted by activities including shelter in place, secure campus,, fire, emergency, and earthquake preparedness drills, bus evacuation drills,, playground supervision, Adolescent Growth Education, child abuse awareness, anti-bullying assemblies, Leader In Me, a School Safety Patrol, Student Council, One Club, and Philanthropy Club that provides community service. Olympic View has the benefit of the entire community looking out for the safety of our students. Olympic View Elementary prides itself on the accepting environment we create for our students. Teachers, staff, and parents work together to ensure that all students feel safe when coming to school. Healthy choices, including walking to school is encouraged as well as our morning mileage club. This community lives the saying, 'It takes an entire village to raise a child.' Families keep a close eye on the school during, as well as after school hours, and on weekends. Many community groups and after school programs use the campus for positive activities.

The Olympic View Safe Schools Plan and Emergency Response Team Roster were reviewed by a committee composed of parents and teachers, then circulated to the staff for feedback, and finally approved by the SSC on Dec.. 15, 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	19	3	1	
1	23		4	
2	23	1	4	
3	25		4	
4	31		4	
5	28		4	
6	29		4	

## 2019-20 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	3	
1	21	2	2	
2	19	2	3	
3	20	2	3	
4	24	1	3	
5	25	1	4	
6	30		4	

## 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	21	1	3	
1	21	1	3	
2	20	2	2	
3	20	2	3	
4	26	1	3	
5	25	1	3	
6	26	1	4	

## 2020-21 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	

## 2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	2.9

## 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	12,151.84	3,501.48	8,650.36	91,907
District	N/A	N/A	190,145,679	\$82,315
Percent Difference - School Site and District	N/A	N/A	-200.0	11.0
State			\$8,444	\$85,863
Percent Difference - School Site and State	N/A	N/A	2.4	6.8

## 2020-21 Types of Services Funded

Multiple funding sources provide additional personnel and instructional materials to strengthen our core curriculum:

- \* EastLake Educational Foundation (EEF) donations and site funds are used to fund a part-time Computer Lab Technology Assistant.

- \* Site funds are used to fund two part-time Library Media Techs.

- \* LCFF-LEP and site funds are used to provide a part-time LEP aide to support our second language learners and meet state compliance issues.

- \* LCFF-SCE and LCFF-LEP funds are used to provide enrichment classes after school.

- \* OPTC provides grants to teachers for additional classroom support materials and school assemblies.

- \* LCFF-SCE and LCFF-LEP funds are used to support funding needs for educational computer programs to support and increase student achievement, and also to provide enrichment classes for students on Fridays.

- \* Title I funds used for computers, instructional materials, as well as 2 Instructional IA's.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

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

## Professional Development

For the 21-22 School year, we are continuing our Leader in Me focus from 18-19 and going deeper. We are also focused on SEL and we received Silver Recognition for Tier I implementation. We are working on Tier II this year and focused on behavior supports. We are also embarking on Leader In Me, as this is our first year of implementation.

We had 7 habits training in both July and October, as well as on site coaching from a Leader in Me Coach. We have developed a Lighthouse Team that is in charge of the timeline for roll out. Each teacher has committed to being on a passion team that is led by one of the lighthouse members. The Passion Teams consist of: Adult Professional Learning, Student Learning, Environment, Leadership Events, Family Learning, Student Learning.

20-21: We are continuing our Leader in Me training with the CORE 2 professional development from our Franklin Covey Coach. We also had Training with Vincent Pompei on Welcoming Schools (2nd part). Teachers received training in iReady as well as various Tech resources for Distance Learning.

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

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>			4

# Chula Vista Elementary School District

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

### Local Accountability Report Card (LARC) Addendum

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



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

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

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

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

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

#### 2021-22 District Contact Information

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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