

# Parkview 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>	Parkview Elementary School
<b>Street</b>	575 Juniper Street
<b>City, State, Zip</b>	Chula Vista, CA 91911
<b>Phone Number</b>	(619) 421-5483
<b>Principal</b>	Shawna Codrington
<b>Email Address</b>	Shawna.Codrington@cvesd.org
<b>School Website</b>	
<b>County-District-School (CDS) Code</b>	37-68023-6066971

## 2021-22 District Contact Information

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

## 2021-22 School Overview

### Description

Parkview Elementary School is in the Chula Vista Elementary School District. Built in 1969, the school underwent modernization during the summer of 2002.

Chula Vista Elementary School District is located in the southernmost county of California, approximately five miles from the US/Mexico border. It is the largest kindergarten through grade six district in the state. It serves a rapidly growing community that features a blend of residential areas, recreational facilities, open space and light industry.

### Vision and Values

At Parkview, students, parents, staff, and community members are committed to a shared vision of putting students first.

Learning is a life-long process that is meaningful and relevant to global perspectives. We value diversity and promote equity for all. We take great pride in our school and provide a learning environment based on high expectations and clear standards.

At Parkview School, students, staff, parents, and community are respected, valued, and encouraged to give input into the decision-making process. Working together as a team, demonstrating professionalism and personal integrity, we are committed and take responsibility in bringing our vision to life so that all students at Parkview Elementary School will reach their personal and academic goals.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	72
Grade 1	55
Grade 2	50
Grade 3	53
Grade 4	47
Grade 5	47
Grade 6	45
Total Enrollment	369

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.1
Male	53.9
Asian	2.4
Black or African American	3.8
Filipino	10.8
Hispanic or Latino	69.6
Native Hawaiian or Pacific Islander	0.5
Two or More Races	3.3
White	9.5
English Learners	17.3
Foster Youth	0.3
Socioeconomically Disadvantaged	48
Students with Disabilities	17.1

## A. Conditions of Learning

### State Priority: Basic

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

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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	16.9	97.7	1227.0	88.7	228366.1	83.1
<b>Intern Credential Holders Properly Assigned</b>	0.0	0.0	5.1	0.4	4205.9	1.5
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.4	2.3	31.4	2.3	11216.7	4.1
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.0	0.0	14.0	1.0	12115.8	4.4
<b>Unknown</b>	0.0	0.0	106.0	7.7	18854.3	6.9
<b>Total Teaching Positions</b>	17.3	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
<b>Permits and Waivers</b>	0.0
<b>Misassignments</b>	0.4
<b>Vacant Positions</b>	0.0
<b>Total Teachers Without Credentials and Misassignments</b>	0.4

## 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

January 2019

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 Advance Adopted in 2017-18	Yes	0%
<b>Mathematics</b>	Mc Graw Hill Mathematics K-6, Go Math English and Spanish. Adopted in 2015-16	Yes	0%
<b>Science</b>	Houghton-Mifflin Science series for Kindergarten to Sixth Grade English and Spanish. Adopted Spring 2008.	Yes	0%
<b>History-Social Science</b>	Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish). Adopted Spring 2007.	Yes	0%

## School Facility Conditions and Planned Improvements

Classroom space at Parkview 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. Parkview's custodial staff performs basic cleaning operations daily. Parkview has 17 classrooms, 1 staff development room, 1 Speech and Language room, 1 Resource Specialist Room, 1 library, 2 computer labs, and a multipurpose room. The school enrollment was 398 students.

There is a security system in place through out the building including the portables. The custodian assures that school buildings and classrooms are maintained and attractive. Ongoing inspections of school facilities alert the custodian to potential hazards, vandalism, graffiti or damage that are repaired or removed immediately. The Safe School Plan outlines the process for pupil ingress/egress to assure that all pupils are safe before and after school.

Our safety patrol, noon duty supervision, and support staff assure each pupils safety during the school day.

Year and month of the most recent FIT report

10/1/2020

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		300/400 Boys RR: handicap stall missing door wall bumper pad, loose toilet seat 500 Boys: GFI not working; paint peeling off around sink CR 301: sink top peeling off, cabinet doors and countertop scratched , doors scratched, under sink, starch can, clear paint can CR 303: cracked ceiling tiles CR 406: GFCI outlet not working , sink counter top needs refinished CR 604: Water damage, holes in tackboard, damaged ceiling tile, ceiling tile pushed up, vent dirty. Kinder 504: sinktop needs caulking, GFCI not working, trim next to door needs paint library CR 606: 3 Stained ceiling tile; 20 window blind slats missing; 1 sagging ceiling tile, sink top peeling Library CR 608: 607-608 is library, damage ceiling tile by water damage. Workroom: holes in tackboard , doors scratched
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			301 storage: excessive clutter 500 Mechanical: Dusty and full of cobwebs, Kinder Playground West: play toy - paint peeling; cobwebs; slide drops more than 12", upper step needs replaced
<b>Electrical</b>		X		500 Boys: GFI not working; paint peeling off around sink

## School Facility Conditions and Planned Improvements

				603 comp lab: Damaged light cover CR 201: Door handle needs bumper on wall, lights covered with blue cloth CR 304: 1 light out, windex under sink CR 406: GFCI outlet not working , sink counter top needs refinished Kinder 502: stained ceiling tile, GFCI outlet not working Kinder 503: microwave; 4 unmarked spray bottles, GFCI outlet not working, tackboard dirty Kinder 504: sinktop needs caulking, GFCI not working, trim next to door needs paint Office by 206: stained ceiling tile, 2 lights out
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			200/300 Boys RR: sinks rusting 300/400 Boys RR: handicap stall missing door wall bumper pad, loose toilet seat CR 301: sink top peeling off, cabinet doors and countertop scratched , doors scratched, under sink, starch can, clear paint can Kinder 501: sink top finish peeling off, stained ceiling tile
<b>Safety:</b> Fire Safety, Hazardous Materials	X			CR 301: sink top peeling off, cabinet doors and countertop scratched , doors scratched, under sink, starch can, clear paint can CR 302: Ant, roach spray under sink CR 304: 1 light out, windex under sink CR 402: unmarked bottle under sink, cabinet doors and countertops scratched, rust oleum paints under sink. Kinder 503: microwave; 4 unmarked spray bottles, GFCI outlet not working, tackboard dirty
<b>Structural:</b> Structural Damage, Roofs	X			Kinder 501: sink top finish peeling off, stained ceiling tile Office by 206: stained ceiling tile, 2 lights out Office by 301: stained ceiling tile Office by 306: stained ceiling tile
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			CR 201: Door handle needs bumper on wall, lights covered with blue cloth CR 301: sink top peeling off, cabinet doors and countertop scratched , doors scratched, under sink, starch can, clear paint can

## School Facility Conditions and Planned Improvements

			<p>Kinder Playground East: steps and landings need replaced, triangle landing handrails severely corroded at base</p> <p>Kinder Playground West: play toy - paint peeling; cobwebs; slide drops more than 12", upper step needs replaced</p> <p>Upper Playground: play toy - paint peeling; cobwebs; slide drop more than 12", 2 landings delaminating need replaced</p>
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## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		



## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

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

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

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

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

#### Options

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

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

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

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

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

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

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

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<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
<b>All Students</b>	190	NT	NT	NT	NT
<b>Female</b>	83	NT	NT	NT	NT
<b>Male</b>	107	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	20	NT	NT	NT	NT
<b>Hispanic or Latino</b>	134	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	--	NT	NT	NT	NT
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	16	NT	NT	NT	NT
<b>English Learners</b>	29	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	82	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	33	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	190	NT	NT	NT	NT
Female	83	NT	NT	NT	NT
Male	107	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	20	NT	NT	NT	NT
Hispanic or Latino	134	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	16	NT	NT	NT	NT
English Learners	29	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	82	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	33	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	192	168	88	13	64
Female	84	76	90	10	68
Male	108	92	85	15	61
American Indian or Alaska Native	0	0	0	0	0
Asian	23	17	74	26	70

<b>Black or African American</b>	11	9	82	18	64
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	135	121	90	10	63
<b>Native Hawaiian or Pacific Islander</b>	2	1	50	50	50
<b>Two or More Races</b>	6	6	100	0	50
<b>White</b>	15	14	93	7	73
<b>English Learners</b>	31	27	87	13	26
<b>Foster Youth</b>	1	0	0	100	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	11	6	55	45	36
<b>Socioeconomically Disadvantaged</b>	92	82	89	11	59
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	31	14	45	55	16

\*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>	192	168	88	13	27
<b>Female</b>	84	76	90	10	26
<b>Male</b>	108	92	85	15	27
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	23	17	74	26	39
<b>Black or African American</b>	11	9	82	18	18
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	135	121	90	10	23
<b>Native Hawaiian or Pacific Islander</b>	2	1	50	50	0
<b>Two or More Races</b>	6	6	100	0	50
<b>White</b>	15	14	93	7	40
<b>English Learners</b>	31	27	87	13	6
<b>Foster Youth</b>	1	0	0	100	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	11	6	55	45	27
<b>Socioeconomically Disadvantaged</b>	92	82	89	11	21
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0

<b>Students with Disabilities</b>	31	14	45	55	0
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\*At or above the grade-level standard in the context of the local assessment administered.

## CAASPP Test Results in Science for All Students

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

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

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

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<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>	47	NT	NT	NT	NT
<b>Female</b>	26	NT	NT	NT	NT
<b>Male</b>	21	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	34	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>	--	NT	NT	NT	NT
<b>English Learners</b>	--	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>	23	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	11	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 Information: (619) 421-5483

##### Parent Participation

Research shows a high correlation between parent involvement and effective schools. We encourage parents to become actively involved in our school by inviting parents to volunteer in classrooms, participate in ELAC, GATE, and other after-school programs. We have Parent Information Nights to keep parents informed about assessment, curriculum and instruction and we provide parents with ways in which they can become partners with us in the education of their children. Parkview School's Parent-Teacher Association (PTA) has approximately 100 members. The PTA sponsors enrichment programs and provides materials for the benefit and welfare of our children and the community.

Five parents took an active part in school planning by serving as members of the School Site Council. This included overseeing the budget, Safe School Plan and the School Site Plan. In addition, parents at Parkview are provided the opportunity to participate in Literacy Training sessions in order to support their children at home with reading and writing.

Additionally, we have monthly Principal coffee chats where the principal seeks input from parents regarding concerns on campus.

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	390	382	24	6.3
Female	181	178	9	5.1
Male	209	204	15	7.4
American Indian or Alaska Native	0	0	0	0.0
Asian	9	9	0	0.0
Black or African American	15	15	3	20.0
Filipino	41	41	2	4.9
Hispanic or Latino	275	267	19	7.1
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	12	12	0	0.0
White	36	36	0	0.0
English Learners	79	79	9	11.4
Foster Youth	3	3	1	33.3
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	186	184	14	7.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	70	69	13	18.8

### C. Engagement

#### State Priority: School Climate

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

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



## Suspensions and Expulsions

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

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	1.00	0.00	0.79	0.02	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.08	0.00

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

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	0.25	0.56	2.45
<b>Expulsions</b>	0.00	0.00	0.05

## 2020-21 Suspensions and Expulsions by Student Group

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

## 2021-22 School Safety Plan

The goal of Parkview Elementary is to meet the academic, social and emotional needs of our students through a collaborative partnership with students, parents, staff and community. Students and staff must be equipped with the necessary training, tools and services in order to assure a safe, secure learning environment. Teachers are provided with and trained on updated procedures and/or policies that affect school safety. Uniform school rules and consistent discipline policies are established and posted throughout the school. Fire and disaster drills are conducted and staff is continually trained and updated regarding their responsibilities in case of an emergency. Adequate playground supervision is provided by classified supervisors and certificated staff. Parkview Safety Patrol members and the School Resource Officer are posted at the front of the school to assist children crossing the street and vehicles entering the upper parking lot. Clear plans and supervision are established for students who ride the bus, walk or are dropped off by parents. Fencing was added to ensure a closed campus during the school day. In the event of an emergency, Parkview has a comprehensive response plan in the Safe School Plan, which was updated and approved by School Site Council on December 8, 2021.

The Parkview staff believes in high expectations for all students, both academically and socially. Most teachers have received CLAD (Cognitive Language Acquisition Development) certification, G.L.A.D training, and have been trained in English Language Development Instruction and use this training to ensure Limited English Proficient students benefit equally from classroom instruction. This year, teachers will continue to expand their use of strategies to differentiate instruction based on data analysis. We will also continue to deconstruct standards and provide rigorous instruction. Instructional practices are monitored throughout the year. It is our belief that, when students feel successful about their education, they tend to make better choices about treating others in a respectful manner. All staff is in-serviced annually on Blood Borne Pathogens and sexual harassment and they receive written information regarding the definition of sexual harassment and procedures to be followed to register a complaint. Additionally, all staff will receive professional development and training on their roles and responsibilities in the event of an emergency or disaster. Additionally, all visitors/volunteers to the school campus sign in at the office using the new Raptor System to ensure student safety and accountability for adults on campus in case of an emergency.

This year, Parkview has new COVID-19 Ingress/Egress Procedures. We have altered the way people move in and out of the school in order to comply with social distancing recommendations. We have also placed signage all over campus reminding everyone to maintain 6 feet of physical separation. Fire and life safety requirements, including those mandating a minimum number of emergency exits, have not changed as a result of COVID-19 or social distancing. The potential for a fire and the need for emergency exits has not changed, regardless of the number of people in a building.

It is important to note that we will remain vigilant and aware during this challenging time by reporting any instances of emergency exits being blocked or otherwise inaccessible during an emergency.

We have also minimized the number of individuals on campus by allowing half of the student body to return to campus.

This year, we have also modified our school safety programs and strategies to include COVID-19 safety.

We intend to implement the Core Four Pillars for COVID-19 Safety. These four pillars are essential to mitigating and preventing the spread of the COVID virus. In addition to these four pillars our school is also instituting:

- Cohort model for keeping students and staff limited in contacts
- Providing distance learning for any families who wish to keep children at home during the COVID pandemic.
- Behavioral signage to reiterate the four pillars and our safety procedures
- Limiting shared spaces, equipment and materials

The following strategies are being implemented in order to reduce and prevent the spread of COVID and other viruses:

- Physical Distancing
- Increased cleaning, disinfecting and hygiene
- Health monitoring and contact tracing
- Wearing of personal protective equipment
- Only allowing necessary visitors and vendors on campus.

## 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	20	1	3	
1	23		2	
2	25		2	
3	21		2	
4	28		1	
5	30		2	
6	19	1	2	
Other	9	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	15	3	2	
1	13	3	1	
2	18	1	2	
3	16	1	2	
4	15	2	1	
5	14	2	1	
6	17	1	2	

## 2020-21 Elementary Average Class Size and Class Size Distribution

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

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

## 2020-21 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.6
Social Worker	0
Nurse	0.4
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	2.1

## 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
<b>School Site</b>	15,183.09	6,222.82	8,960.27	79,928
<b>District</b>	N/A	N/A	190,145,679	\$82,315
<b>Percent Difference - School Site and District</b>	N/A	N/A	-200.0	-2.9
<b>State</b>			\$8,444	\$85,863
<b>Percent Difference - School Site and State</b>	N/A	N/A	5.9	-7.2

## 2020-21 Types of Services Funded

Students in need of additional support and instruction were provided with a variety of services and materials through categorical funds. These funds were used to provide support for all students as well as any target groups. Programs offered included:

Illuminate Data Management System

Part Time Program Support Teachers for teacher collaboration. Visual art classes are provided to students every other week.

Technical Computer Support

Standards based supplemental materials

Additional instructional assistant for primary grades

Before/after school programs

NGSS materials

GATE program

Accelerated Reader

Achieve 3000

Next Gen Math

## 2019-20 Teacher and Administrative Salaries

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

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

Professional Development

Each year, targeted professional improvement activities are provided for teachers, instructional aides, and other employees. All teachers at Parkview are highly qualified. Staff development topics arose from analyzing data and professional growth needs.

Activities reflect the school's goals and objectives and are part of our School Single Site Plan.

2021-22:  
Cultural Proficiency and Equity Training  
Designated ELD

2020-21:  
Cultural Proficiency and Equity Training  
Tier I and Tier II Vocabulary

2019-20:  
NGSS  
Sanford Harmony  
Analyzing Student Work  
\*All teachers are supported during teacher collaboration, in-class coaching, and teacher-principal meetings.

2018-19:  
Success Criteria  
Math: Conditions of the Problem  
Sanford Harmony  
Restorative Practices  
Analyzing Student Work  
\*All teachers are supported during teacher collaboration, in-class coaching, and teacher-principal meetings.

2017-18:  
Math Problem Solving: Three Reads and Four Cornes  
Discourse and conversation routines  
Teacher student Relationships  
Benchmark Advanced

2016-17:  
8-Mathematical Practices  
Math Problem Solving  
Number Talks

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

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

# Chula Vista Elementary School District

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

### Local Accountability Report Card (LARC) Addendum

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



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

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

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

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

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

#### 2021-22 District Contact Information

<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.					