Salt Creek Elementary School
2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/ For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2021-22 School Contact Information

School Name	Salt Creek Elementary School
Street	1055 Hunte Pkwy
City, State, Zip	Chula Vista, CA 91914
Phone Number	(619) 397-5494
Principal	Mr. Chris Houck, Principal
Email Address	christopher.houck@cvesd.org
School Website	
County-District-School (CDS) Code	37-68023-0105965

2021-22 District Contact Information

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

2021-22 School Overview

Mission:
*   Our mission at Salt Creek is to create confident college and career ready leaders who apply learned skills to real-life situations. They are innovative and critical thinkers, effective communicators, and collaborative learners.
Students are self-evaluators who have the skills to adapt to the diverse world around them. They are respectful and responsible citizens in the community.

Academic Focus:
*   School wide, teachers are focused on implementing daily social emotional learning opportunities with strategies and resources such as Sanford Harmony, restorative practices, and community circles. Additionally, teachers are focusing on Student Engagement during Distance Learning using Quality Indicators for Teacher Actions, Student Actions and Environment.

Programs:
*   Salt Creek has a strong Spanish/English Dual Language Immersion Program in K-6th grade. About 30% of our students participate in this very successful program. We have 14 Dual Immersion classrooms, and Dual Immersion staff members meet as an entire team regularly to evaluate program quality and effectiveness for the purpose of ongoing improvement and consistency. We also have a robust GATE program, which offers differentiation as well as enrichment opportunities during the school day and after school, including STEM class, Salt Creek Garden, Monarch Butterfly Program, Entrepreneur Academy, and more. VAPA is also a regular part of our instructional program, with all students K-6 receiving instruction in Music, Art, Drama, Dance and Physical Education. During Distance Learning, these programs are temporarily suspended with the exception of VAPA, which is provided virtually.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	113
Grade 1	117
Grade 2	129
Grade 3	116
Grade 4	140
Grade 5	150
Grade 6	152
Total Enrollment	917

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.7
Male	51.3
American Indian or Alaska Native	0.3
Asian	4.6
Black or African American	5.7
Filipino	14.4
Hispanic or Latino	46.6
Native Hawaiian or Pacific Islander	0.2
Two or More Races	7.3
White	19.4
English Learners	15.7
Foster Youth	0.1
Socioeconomically Disadvantaged	17.3
Students with Disabilities	7.7

A. Conditions of Learning

State Priority: Basic

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

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	36.0	96.0	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)	0.5	1.3	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	1.0	2.7	106.0	7.7	18854.3	6.9
Total Teaching Positions	37.5	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	0.5
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.5

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

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

2020-21 Class Assignments

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

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

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

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

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

Supplemental resources include: Achieve 3000, iReady, Smarty Ants, and Levered Learning.

Year and month in which the data were collected	January, 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance/Benchmark Adelante, K-6 (English & Spanish) Adopted in 2017-2018	Yes	0%
Mathematics	Houghton Mifflin Go Math, K-6 (English & Spanish) Adopted in 2015-2016.	Yes	0%

Science	Houghton-Mifflin Science, K-6 (English & Spanish) Adopted Spring 2008.	Yes	0%	
History-Social Science	Harcourt Social Studies, K-6 (English & Spanish). Adopted Spring 2007.	Yes	0%	

School Facility Conditions and Planned Improvements

The District maintains a planned program, which ensures routine maintenance functions are performed on a scheduled basis. Salt Creek Elementary's custodial staff performs basic cleaning operations daily.

Year and month of the most recent FIT report	10/21/2020

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			300 work space: Wall next to 306 damaged tac panel 500 work space: safety lights out. 607/608 Left RR: CR 404: Stained ceiling tile. CR 701: sink counter top broken, fountain cabinet molding coming apart, ceiling tile stained. Down spout rusted thru CR 703: Ceiling tile stained aroun sprinkler. No clock Work room: Some small holes on few ceiling tile. At least 15 tiles.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			400 work room: 600 storage: Needs to clean and wall damage, lot of stuff needs to organized, shelves aren't secured. Admin reception: IT box under desk missing cover CR 403: Stain on ceiling tile, workroom dorr, cover missing, pencil sharpener broken. CR 407: Red stain on tile cealing, Cabinet on sink trim coming off. CR 501: I.T cover missing CR 702: Ceiling tiles stained/damaged.
Electrical	X			400 ELL Storage: No lights, cracked ceiling tiles 500 work space: safety lights out. CR 602: CR 604: Stained ceiling tiles

School Facility Conditions and Planned Improvements

				CR 701: sink counter top broken, fountain cabinet molding coming apart, ceiling tile stained. Down spout rusted thru
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			600 girls RR: Door wont close 607/608 Left RR: CR 502: CR 504: Work room door cover missing CR 608: fountain broken outside in RR area drywall patch needed. CR 701: sink counter top broken, fountain cabinet molding coming apart, ceiling tile stained. Down spout rusted thru CR 705: Stain around fire sprinkler (attention)
Safety: Fire Safety, Hazardous Materials	X			Admin storage: Roof acces is used as storage room and boxes are blocking panels. CR 403: Stain on ceiling tile, workroom dorr, cover missing, pencil sharpener broken. CR 502: CR 602: CR 701: sink counter top broken, fountain cabinet molding coming apart, ceiling tile stained. Down spout rusted thru CR 705: Stain around fire sprinkler (attention)
Structural: Structural Damage, Roofs	X			Admin storage: Roof acces is used as storage room and boxes are blocking panels. CR 701: sink counter top broken, fountain cabinet molding coming apart, ceiling tile stained. Down spout rusted thru
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			CR 308: , exterior door doesn't shut. Door closure cover missing CR 504: Work room door cover missing CR 506: Cabinet door latch no magnet, ceil tiles stained. CR 605: Playgreound door cover missing Playground: , soccer goal needs maintenance. Stage: lamp out east of stairs, electrical room door not closing properly (stage storage)

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes	**State Priority: Pupil Achievement**

State Priority: Pupil Achievement

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

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

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

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

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

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

2020-21 CAASPP Test Results in ELA by Student Group

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	549	NT	NT	NT	NT
Female	266	NT	NT	NT	NT
Male	283	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	28	NT	NT	NT	NT
Black or African American	24	NT	NT	NT	NT
Filipino	85	NT	NT	NT	NT
Hispanic or Latino	253	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	42	NT	NT	NT	NT
White	113	NT	NT	NT	NT
English Learners	71	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	81	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	50	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	549	NT	NT	NT	NT
Female	266	NT	NT	NT	NT
Male	283	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	28	NT	NT	NT	NT
Black or African American	24	NT	NT	NT	NT
Filipino	85	NT	NT	NT	NT
Hispanic or Latino	253	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	42	NT	NT	NT	NT
White	113	NT	NT	NT	NT
English Learners	71	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	81	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	50	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	558	525	94	6	67
Female	267	251	94	6	66
Male	291	274	94	6	67
American Indian or Alaska Native	3	3	100	0	100
Asian	120	115	96	4	78

Black or African American	25	24	96	4	72
Filipino	0	0	0	0	0
Hispanic or Latino	252	236	94	6	56
Native Hawaiian or Pacific Islander	1	1	100	0	100
Two or More Races	41	38	93	7	76
White	116	108	93	7	73
English Learners	88	81	92	8	27
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	95	88	93	7	67
Socioeconomically Disadvantaged	103	96	93	7	56
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	47	45	96	4	32

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

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

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

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	558	522	94	6	39
Female	267	248	93	7	35
Male	291	274	94	6	43
American Indian or Alaska Native	3	3	100	0	67
Asian	120	113	94	6	60
Black or African American	25	24	96	4	28
Filipino	0	0	0	0	0
Hispanic or Latino	252	235	93	7	28
Native Hawaiian or Pacific Islander	1	1	100	0	0
Two or More Races	41	37	90	10	41
White	116	109	94	6	44
English Learners	88	80	91	9	14
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	95	88	93	7	34
Socioeconomically Disadvantaged	103	97	94	6	24
Students Receiving Migrant Education Services	0	0	0	0	0

Students with Disabilities	47	45	96	4	17

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

CAASPP Test Results in Science for All Students

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

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

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

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

2020-21 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	145	NT	NT	NT	NT
Female	67	NT	NT	NT	NT
Male	78	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	14	NT	NT	NT	NT
Hispanic or Latino	68	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	18	NT	NT	NT	NT
White	25	NT	NT	NT	NT
English Learners	19	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	19	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	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 Chris Houck, Principal, or Gloria Velarde, Associate Principal, at (619) 397-5494 to become involved.

Research shows a high correlation between parent involvement and effective schools. We encourage parents to become actively involved in our school. We have regular Coffee Chats to keep parents informed about school programs, policies, curriculum, instruction, assessment, activities and updates regarding school reopening and COVID-19 safety guidelines. We provide parents with ways in which they can become partners with us in the education of their children. Additionally, we have a very active Parent Teacher Group, GATE Parent Advisory Committee, English Learner Advisory Committee, Safety Committee, and School Site Council.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	953	937	25	2.7
Female	463	457	14	3.1
Male	490	480	11	2.3
American Indian or Alaska Native	3	3	0	0.0
Asian	45	44	0	0.0
Black or African American	53	53	2	3.8
Filipino	133	131	0	0.0
Hispanic or Latino	445	440	20	4.5
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	68	67	3	4.5
White	189	182	0	0.0
English Learners	180	179	6	3.4
Foster Youth	1	1	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	178	176	9	5.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	84	84	3	3.6

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

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

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.00	0.00	0.79	0.02	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

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

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.10	0.56	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

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

2021-22 School Safety Plan

For the 2021-22 school year, our Comprehensive School Safety Plan includes a key information around procedures, programs, policies, and plans that ensure the safety of our students, staff, and community. This plan is reviewed and revised through a series of meetings with staff and parents to ensure that we effectively collaborate and gain input from all stakeholders.

Our School Safety Plan also includes required drills that are conducted regularly, which include monthly fire drills, quarterly earthquake drills, two lockdown drills, two secure campus drills, two shelter in place drills, and one annual bus evacuation drill. The plan also requires that all visitors check in the office using the RAPTOR system and wear a visitor's pass while on site. Additionally, parent volunteers direct morning traffic to allow for safe drop-off. Safety Patrol assist with safe pedestrian crossing before and after school. All classrooms are equipped with an emergency bag and a Safety Clipboard with instructions for all emergency procedures. A Safety Committee that includes staff, parents, and our School Resource Officer provides feedback and input to SSC regarding the School Safety Plan.

The Comprehensive School Safety Plan is to be approved by SSC on November 18th, 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	23	2	3	
1	21	3	2	
2	22	2	4	
3	24		6	
4	28		5	
5	26		4	
6	23	2	5	

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	26	2	2	1
1	26		4	
2	24		5	
3	23	1	5	
4	31		5	
5	26	1	5	
6	24	2	3	
Other	24		1	

2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		5	
1	23		5	
2	31		4	1
3	23		5	
4	28		5	
5	25	1	5	
6	30		5	

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	0.8
Social Worker	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0

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	11,046.52	3,127.84	7,918.68	81,962
District	N/A	N/A	190,145,679	$82,315
Percent Difference - School Site and District	N/A	N/A	-200.0	-0.4
State			$8,444	$85,863
Percent Difference - School Site and State	N/A	N/A	-6.4	-4.6

2020-21 Types of Services Funded

2019-2020 school year: Students' academic and social/emotional needs are met through a variety of programs that are supported by site and categorical funds. KIDCO meets the needs of students who are having difficulty adjusting due to transition to a new school, changes in family structure, or military transfer. Our District Social Worker also provides services to students once a week. English Learners with overall ELPAC scores of 1 and 2 are invited to additional learning opportunities Monday-Thursday through our Jump Start and Extended Day Tutoring Programs. GATE students are also invited to our after school Monarch Butterfly Program, STEM class, and Entrepreneur Academy. To meet academic needs for all students, Extended Day after school tutoring is offered in math and reading for 3rd-6th grade, and JumpStart reading intervention is offered for K-2nd grade.

2019-20 Teacher and Administrative Salaries

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

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

Professional Development

Each year, targeted professional improvement activities are provided for teachers, instructional aides, and other employees. Activities reflect the school's goals and objectives and are part of our School Single Site Plan. Staff development topics for the past three years included:

Collaborative Conversations & Success Criteria:
- ILT has received District training to support Collaborative Conversations and High Impact Language Development Strategies over the past three years. ILT takes this learning, connects it to our school wide focus, and the provides professional development to the staff at the school site during Friday staff meeting time. For the 19-20 school year, staff implemented cycles of professional learning on Success Criteria in Math, Success Criteria with a Focus on Student Actions, and Success Criteria in Writing. These PLC's were selected based on both achievement data and observational data.

Distance Learning & Student Engagement:
- For the 20-21 school year, all District teachers received training in Distance Learning using the Distance Learning Playbook prior to the opening of the school year. Student Engagement has also been selected as Salt Creek's cycle of professional learning for the 20-21 school year, and ILT is guiding the training and work during Friday staff meetings and collaboration. The focus on Student Engagement was selected to support increased participation due to the challenges of virtual learning for many of our students.

iReady and Smarty Ants:
- For the 20-21 school year, four sessions of iReady training is being provided to our teachers, with ongoing support for Smarty Ants through the District's Teacher Portal and optional PD sessions. iReady training is site-specific and school and staff have access to our consultant for questions and support. These new programs are our District's technology accelerators that will support math and early reading during Distance Learning.

Culturally Responsive Teaching Practices:
- Teachers are receiving monthly trainings on Culturally Responsive Teaching. Some of these trainings include guest presenters such as Dr. Doug Luffborough and Dr. Vincent Pompei (Creating Safe and Inclusive Environments for LGBTQ Students). In addition, our Equity Committee has created a mission statement for this work and meets regularly to provide input and help plan professional development and resources throughout the year.

Math PD:
- Teachers have received training by Denise Finney and cohort Resource Teachers on Professional Noticings, math discourse strategies, and success criteria as a means to support student thinking and talk during math. The entire COMPASS cohort of schools participated together in this math focus.

ELPAC:
- Teachers receive continued training and certification on content and administration of the ELPAC assessment. This training will take occur over the Moodle platform and guidance from the Department of Language Development.

Disaster/Safety Training:
- Certificated and classified staff receive ongoing disaster, emergency, and safety trainings conducted by Sherry Stone, School Resource Officer, and administration. For the 20-21 school year, ongoing guidance regarding COVID-19 safety precautions is provided.

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

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

Chula Vista Elementary School District
2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

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

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

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

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

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

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

2021-22 District Contact Information

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

2020-21 CAASPP Test Results in ELA by Student Group

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

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

2020-21 CAASPP Test Results in Math by Student Group

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

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

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

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

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

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

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

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

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

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

| Students with Disabilities | 1975 | 1729 | 88 | 12 | 9 |

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