

Thurgood Marshall Elementary School (TMES)

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fq/aa/lc/

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2021-22 School Contact Information

School Name	Thurgood Marshall Elementary School (TMES)
Street	2295 MacKenzie Creek Rd
City, State, Zip	Chula Vista, CA 91914
Phone Number	(619) 656-6252
Principal	Monica Loyce, Ed.D.
Email Address	Monica.Loyce@cvesd.org
School Website	http://www.thurgoodmarshallmustangs.org/
County-District-School (CDS) Code	37-68023-6070825

2021-22 District Contact Information

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

2021-22 School Overview

Description

Thurgood Marshall Elementary School (TMES), established in 1999, is located in San Diego County and serves a culturally and economically diverse population of 660 Transitional Kindergarten through sixth-grade students. The Chula Vista Elementary School District, with 49 schools including charters is the largest elementary school district in California. Our diverse population includes Hispanic, Asian, Filipino, White, Two or More Races, and African American students.

Diversity is celebrated at Marshall school and the cultures of our students are incorporated into our instructional curriculum and school-wide activities. A highly visible mural facing our community proudly displays the rich cultural heritage of our students. This mural, created in collaboration with Southwestern College, is updated to reflect the cultures of our newly enrolling students. Our school community values: honesty, integrity, respect, diversity, commitment, perseverance, teamwork, equity, optimism, and creativity. We are a school committed to justice, equality, and human rights in the spirit and ideals of Supreme Court Justice Thurgood Marshall.

TMES is a caring, safe community that focuses on the academic and social/emotional development of all students.

Vision Statement

Through the use of best practices, technology, community involvement, and collaboration, we will provide an inclusive personalized learning experience that inspires lifelong learning for everyone.

Mission Statement

Through excellence, rigor, innovation, creativity, and compassion, we inspire lifelong learners.

CVESD LCAP Goal #4: By June 2022, every teacher will create an inclusive environment (both physical and emotional) that promotes accessible learning experiences for every student that extend to the greater community.

Through intentional*, collaborative planning, teachers will cultivate learning environments that allow students to showcase their own collaborative conversations and discussions with a larger audience, as well as demonstrate their synthesis of academic content learning and self-efficacy to the greater community.

2021-22 School Overview

*Intentional Planning – Developing a lesson focus that reflects teacher clarity based on standards and includes a rigorous task, questions, discourse and evidence aligned to success criteria, and differentiation.

CVESD Instructional Focus:

Through an equity lens, the CVESD community will work collaboratively to ensure that each student shows measurable growth, which will lead to reducing the achievement gap in literacy and mathematics. This will occur through the implementation of high-impact language development strategies aligned to the California State Standards and driven by the District's LCAP goals.

Target Groups – English Learners, Students with Disabilities, Socio-Economically Disadvantaged, Foster Youth, Homeless Youth, Black, Indigenous and People of Color, and Lesbian, Gay, Bisexual, Transgender, Queer/Questioning +.

Ultimate Goal: Teachers will be able to understand a model of learning that includes skill, will and thrill as important aspects of how children learn.

TMES Instructional Focus: The TMES staff will meet every student where they are, academically, emotionally, and culturally, to ensure students have access to a responsive environment, that will foster deep levels of collaborative learning to unlock their academic growth and success.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	71
Grade 1	69
Grade 2	71
Grade 3	76
Grade 4	74
Grade 5	81
Grade 6	80
Total Enrollment	522

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.2
Male	50.8
American Indian or Alaska Native	0.4
Asian	5.7
Black or African American	2.3
Filipino	13.4
Hispanic or Latino	50.4
Native Hawaiian or Pacific Islander	0.2
Two or More Races	5.9
White	20.7
English Learners	14
Foster Youth	0.2
Socioeconomically Disadvantaged	22.6
Students with Disabilities	15.7

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)	25.2	97.1	1227.0	88.7	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	5.1	0.4	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.0	0.0	31.4	2.3	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.0	0.0	14.0	1.0	12115.8	4.4
Unknown	0.7	2.9	106.0	7.7	18854.3	6.9
Total Teaching Positions	26.0	100.0	1383.7	100.0	274759.1	100.0

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

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

Indicator	2020-21
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 Benchmark 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 English. An inventory of books is warehoused centrally for growth needs at the schools.

"Benchmark Advance is rigorous, integrated reading, writing, speaking, and listening instruction meets the needs of districts implementing a reading collaborative, balanced approach, or workshop model, and enables all students to master rigorous learning goals with the support of strong differentiated instruction and responsive teaching based upon ongoing assessments.

Benchmark Advance was built specifically to meet California's unique challenges. They provide the resources you need to meet the key instructional shifts in tandem with California's ELA/ELD instructional framework, ensuring you can meet its five themes:

- Building Content Knowledge
- Meaning Making
- Effective Expression
- Foundational Skills
- Language Development"

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

July, 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Education Grades K-6 Link to Publisher: https://california.benchmarkeducation.com/	Yes	0%
Mathematics	GO Math Houghton Mifflin Harcourt - Grades K-6 Link to Publisher: click here (Publisher Link: http://www.hmhco.com/shop/education-curriculum/math/elementary-mathematics/go-math-k-8) Go Math Student Portal.	Yes	0%
Science	Houghton-Mifflin Science series for Kindergarten to Sixth Grade English and Spanish. Adopted Spring 2008. Mystery Science	Yes	0%
History-Social Science	Harcourt Reflections / Harcourt Flexiones - Grades K-6 Link to Publisher: click here Adopted Spring 2007.	Yes	0%
Foreign Language	N/A		N/A
Health	N/A		N/A

Visual and Performing Arts	Quaver Music: https://www.quavered.com/music/ Deep Space Sparkle		N/A
Science Laboratory Equipment (grades 9-12)	N/A		N/A

School Facility Conditions and Planned Improvements

Currently, classroom space at Thurgood Marshall Elementary School supports 735 students. Currently, we have 505 students. The District maintains a planned program, which ensures routine maintenance functions are performed on a scheduled basis. Marshall custodial staff performs basic cleaning operations daily to ensure a high level of cleanliness for the students.

Year and month of the most recent FIT report

November, 2021

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			CR 202: roof access needs paint CR 401: class clock missing Kinder Playground: Staff Lounge: stained ceiling tile, roof access needs paint
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			CR 402: roof access door filthy
Electrical	X			CR 405: (7) special needs class - blue covering over lights, reffridgerator
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			CR 501: plug in airfreshener CR 702: door does not latch, reffridgerator and microwave CR 703: (7) Blue cover over lights, chemicals under sink
Structural: Structural Damage, Roofs	X			Administration: stained ceiling tile Staff Lounge: stained ceiling tile, roof access needs paint
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			CR 201: mini blind rod over whiteboard too long CR 403: blind rod too long CR 404: one blind rod too long CR 702: door does not latch, reffridgerator and microwave Main Playground: one support on monkey bars is loose

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

SARC Reporting in the 2020-2021 School Year Only

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

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

Options

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

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

2020-21 CAASPP Test Results in ELA by Student Group

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	311	NT	NT	NT	NT
Female	157	NT	NT	NT	NT
Male	154	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	16	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	38	NT	NT	NT	NT
Hispanic or Latino	161	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	20	NT	NT	NT	NT
White	71	NT	NT	NT	NT
English Learners	36	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	59	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	46	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	311	NT	NT	NT	NT
Female	157	NT	NT	NT	NT
Male	154	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	16	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	38	NT	NT	NT	NT
Hispanic or Latino	161	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	20	NT	NT	NT	NT
White	71	NT	NT	NT	NT
English Learners	36	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	59	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	46	NT	NT	NT	NT

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

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

A3000 Student Groups	A3000 Total Enrollment	A3000 Number Tested	A3000 Percent Tested	A3000 Percent Not Tested	A3000 Percent At or Above Grade Level
All Students	311	293	94	6	73
Female	156	147	94	6	71
Male	155	146	94	6	75
American Indian or Alaska Native	0	0	0	0	0
Asian	56	53	95	5	79

Black or African American	4	3	75	25	75
Filipino	0	0	0	0	0
Hispanic or Latino	161	151	94	6	65
Native Hawaiian or Pacific Islander	1	1	100	0	100
Two or More Races	17	15	88	12	82
White	72	70	97	3	85
English Learners	33	31	94	6	36
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	34	29	85	15	68
Socioeconomically Disadvantaged	75	68	91	9	63
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	46	34	74	26	26

*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	311	293	94	6	44
Female	156	146	94	6	46
Male	155	147	95	5	43
American Indian or Alaska Native	0	0	0	0	0
Asian	56	53	95	5	59
Black or African American	4	3	75	25	50
Filipino	0	0	0	0	0
Hispanic or Latino	161	150	93	7	36
Native Hawaiian or Pacific Islander	1	1	100	0	100
Two or More Races	17	15	88	12	29
White	72	71	99	1	54
English Learners	33	31	94	6	9
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	34	29	85	15	41
Socioeconomically Disadvantaged	75	67	89	11	25
Students Receiving Migrant Education Services	0	0	0	0	0

Students with Disabilities	46	34	74	26	13
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*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

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

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

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

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

2020-21 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	83	NT	NT	NT	NT
Female	46	NT	NT	NT	NT
Male	37	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	36	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	26	NT	NT	NT	NT
English Learners	--	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	14	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

Thurgood Marshall staff members believe parent input is critically important to the success of our school and, therefore, embrace a student-based decision-making model. Through the school Blog <http://www.thurgoodmarshallmustangs.org/>, principal messages, classroom communications, announcements on the school marquee, school messenger, and the monthly calendar, parents are encouraged to attend committee meetings.

These committees include: Parent Teacher Club (PTC), School Site Council (SSC), and English Language Acquisition Committee (ELAC). Parents are encouraged to attend educational workshops and parent/teacher/student conferences.

TMES employs a student-based (consensus) decision-making model that involves all staff and community members to determine goals and budget expenditures. Curriculum and program decisions result from analyzing current research, disaggregated data, and state content standards. When appropriate, students are also encouraged to participate in discussions relevant to issues affecting their overall educational program. Staff work to increase parent involvement by increasing communication via School Messenger, Class Dojo, Remind App, E-mail communication, Website, Flyers, PeachJar, Mustang Daily Rally, District Trainings, Parent Academy, and Curriculum Night.

Parent outreach programs and activities include: Welcome Back Student Schedule Pick-up, PTC Events, Monthly site Communication, Flyers, Peach Jar, Curriculum Night, Coffee with the Principal, Dinner with the Principal. Grades 3rd thru 6th hold end of unit social studies days, Kumeeyaay Day, Gold Rush Day, Colonial Day, and Egyptian Day. In addition, VAPA Demonstration Days, Career Day, Red Ribbon Week, Random Acts of Kindness Week, Read Across America, and Bullying Prevention Week.

Due to COVID-19, the opportunities for on-campus and larger-scale activities are limited as parents are not allowed in the classroom.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	546	534	13	2.4
Female	272	268	8	3.0
Male	274	266	5	1.9
American Indian or Alaska Native	2	2	0	0.0
Asian	33	30	0	0.0
Black or African American	12	12	0	0.0
Filipino	71	68	0	0.0
Hispanic or Latino	276	272	10	3.7
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	34	34	1	2.9
White	112	110	2	1.8
English Learners	94	88	5	5.7
Foster Youth	1	1	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	125	125	8	6.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	94	91	8	8.8

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
Suspensions	0.87	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	0.66	0.56	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

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

2021-22 School Safety Plan

Student safety is promoted daily at TMES during our Mustang Rally. Our school-wide expectations are to Be Safe, Be Respectful, and Be Responsible. During the year, TMES goes through periodic emergency drills earthquake/disaster, fire, lock-down, secure campus, shelter in place, and bus evacuation drills. Within the Student/Parent Handbook, Adequate playground supervision is maintained at all times. Students are educated on the dangers of drug and alcohol abuse during Red Ribbon Week, peer pressure, and the importance of making positive life choices through Sanford Harmony, Second Step, Be a Buddy, and Schoolwide Mustang Expectations Assemblies. Additionally, our School Safety Patrol helps ensure the physical and emotional security of our students as they walk to and from school each day.

* On September 8, 2021, the SSC was informed of the process for the 2021/2021 SSP timeline.

*The PBIS team reviewed the plan and goals on October 6, 2021.

*The TMES staff received the draft plan on October 11, 2021. The plan was sent to the TMES staff via e-mail for input and suggestions.

*Parents were informed and invited to participate in the SSP on the Thurgoodmarshallmustangs blog in the Mustang weekly on October 11, 2021.

*The plan was posted on the SSC agenda and Parent Weekly. During the SSC meeting on October 13, 2021, the members were encouraged to review an input. The plan after approval will be available in the front office. In addition, individuals can schedule to review the plan with the school secretary via MS Teams online.

Due to COVID-19, visitors are unable to come on campus and view the plan in person at this time. If and when that changes, parents will be able to view the plan with their I.D. The plan can not be removed from the school office.

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	24		5	
1	23		3	
2	18	2	3	
3	17	3	2	
4	26		3	
5	30		2	
6	26	1	4	
Other	8	2		

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	4	2	
1	15	5		
2	14	3	3	
3	16	3	2	
4	16	2	3	
5	22	1	3	
6	21	1	3	

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	4		1
1	17	2	2	
2	18	1	3	
3	25	3		3
4	36	1	1	2
5	31	2		3
6	40	1		3

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	1:505

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)	.5
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.5
Psychologist	1
Social Worker	0
Nurse	0.4
Speech/Language/Hearing Specialist	1.5
Resource Specialist (non-teaching)	1.5

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	12,914.09	4,840.24	8,073.85	85,842
District	N/A	N/A	190,145,679	\$82,315
Percent Difference - School Site and District	N/A	N/A	-200.0	4.2
State			\$8,444	\$85,863
Percent Difference - School Site and State	N/A	N/A	-4.5	0.0

2020-21 Types of Services Funded

Consolidated funds are allocated for expanding the hours of our library clerk and English Language Instructional Assistant, staff professional development, substitutes for grade-level planning/equity, MUMT, Data, PBIS, NGSS, and instructional supplies. School-wide schedules are flexibly designed to provide extra support to individual grade levels as determined by data analysis. We have site SST's to support the needs of students. The Resource Specialist Teacher, Resource Specialist Instructional Assistant, Limited English Proficient Instructional Assistant, and Special Day Class Teachers and Instructional Assistants (Support Staff), collaborate with general education teachers to provide intervention services.

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 assistants, and other support staff. Activities reflect the school's goals and objectives and are part of our School Plan for Student Achievement.

CVESD LCAP Goal #4: By June 2022, every teacher will create an inclusive environment (both physical and emotional) that promotes accessible learning experiences for every student that extend to the greater community.

Through intentional*, collaborative planning, teachers will cultivate learning environments that allow students to showcase their own collaborative conversations and discussions with a larger audience, as well as demonstrate their synthesis of academic content learning and self-efficacy to the greater community.

*Intentional Planning – Developing a lesson focus that reflects teacher clarity based on standards and includes a rigorous task, questions, discourse, and evidence aligned to success criteria, and differentiation.

CVESD Instructional Focus:

Through an equity lens, the CVESD community will work collaboratively to ensure that each student shows measurable growth, which will lead to reducing the achievement gap in literacy and mathematics. This will occur through the implementation of high-impact language development strategies aligned to the California State Standards and driven by the District's LCAP goals.

Target Groups – English Learners, Students with Disabilities, Socio-Economically Disadvantaged, Foster Youth, Homeless Youth, Black, Indigenous and People of Color, and Lesbian, Gay, Bisexual, Transgender, Queer/Questioning +.

Ultimate Goal: Teachers will be able to understand a model of learning that includes skill, will, and thrill as important aspects of how children learn.

TMES Instructional Focus: The TMES staff will meet every student where they are, academically, emotionally, and culturally, to ensure students have access to a responsive environment, that will foster deep levels of collaborative learning to unlock their academic growth and success.

2021/2022 TMES staff worked towards designated ELD, equity, Harmony SEL, writing, culturally responsive teaching, and student individual needs towards growth.

Professional Development

2020/2021, we were continuing our learning focus is to work towards increasing academic achievement and develop social and emotional learning to inspire collaborative conversations & corporative learning for students' and staff. Due to COVID-19, as a school community, we would like to continue our work towards supporting students and staff. Specifically, we have had specific development in Achieve 300, i-Ready, Sanford Harmony, Zones of Regulation, Gate testing, Cultural proficiency, Math and Collaborative Conversation, Quality Indicators, Data dives, and more.

During the 2019/2020 school year, our learning focus is to work towards increasing academic achievement and developing social and emotional learning to inspire collaborative conversations & corporative learning for students and staff. We are utilizing the Collaborative for Academic, Social, and Emotional Learning (CASEL) model to guide our work. This is our second year as a Sanford Harmony Demonstration School. All of our teachers are using the Sanford Harmony curriculum daily within the classroom and during our school-wide buddies. Also, we have partnered with I heart Chula Vista to have a Trauma Therapist Wanda Brothers train our staff and community on Attachment, Anxiety, Mental Health, Stress, and Coping Strategies.

We believe that this shift will help yield positive results for our students to develop their ability to solve problems and communicate their thinking in all areas of life, including math. As a community, we are building all areas of the brain so we can inspire students to take ownership of their learning. Specifically, we have three professional learning cycles. First quarter focused on the meetup. The second quarter was the buddy up. Third quarter we tapped into our students' ability to collaborated and talk with their peers ad they build their problem-solving skills. Teachers received training on the math block, three reads protocol, and math data review. Within all three cycles, teachers had professional readings. Our site ILT team paved the way for teacher learning and creating an environment for staff to thrive.

The primary focus during the 2017/2018 was to develop the growth mindset of staff and students through goals and the success criteria. Professional development was held to support teachers. Students also received lessons on growth mindset. A professional development cycle was created to support the implementation of success criteria in the area of problem-solving. Professional developments were held during the teacher contract hour. ILT meetings attended cohort sessions to support building the capacity of the ILT members. During the cycle, teachers read professional readings, visited peer classes and discuss student performance. In addition, teachers received support from the principal and Resource teacher during admin-designated collaboration time. Furthermore, there was a site-wide interest and investment into Sanford Harmony Social Emotional curriculum. Teachers received professional development from National University Harmony training team on how to successfully implement Harmony within the classroom. This was also done with the use of visible learning strategies such as Metacognition Strategies, Learner Goals, Learning Intentions, Reflection and Evaluation. Training last year included, but was not limited to: See..Think..Wonder, ELPAC, Data Review, Technology, Illuminate, NGSS, GATE, Metacognitive Strategies, Benchmark Education, Problem Solving in Math, Achieve 3000, Smarty Ants, Harmony, Safety training, Social and Emotional Learning, RTI, Cash Handling, and more. In addition, TMES supports the CVESD them on impacting the human spirit through relationships.

During the 2016-17 school-year, Thurgood Marshall's main focus area for the is reading and writing. During the 2015-16 school-year, it was reading comprehension. Professional development this year included: ELD, Imagine Learning, Team Building, Technology Programs, GATE, NGSS, Occupational Therapy, Speech-Language Pathology, Safety, Math, ELA, GLAD, Report Card, Close Reading, Development, Writing, Social-Emotional, Supporting the needs of students. During the 2015-16 school year, professional development included Wilda Storm Close Reading and Vocabulary Development, Go Math, SIPPS, and Achieve3000. In the 14-15 year, we received professional development on Lucy Calkins Units of Study, Socratic Seminar, vocabulary development and Achieve3000. In the 2013-14 school year, we supported teachers with 8 Mathematical Practices training, Common Core State Standards and Achieve3000 professional development.

Other staff development areas include, but is not limited to, the support an individual teacher needs: Differentiated Instruction, Technology as a Teaching/Learning Tool, Developmental Spelling, ELD Standards, Effective Reading and Writing Strategies, OARS - On-line Assessment Reporting System assessment, Intervention strategies, and Guided Language Acquisition Development (GLAD), and Common Core Standards. Professional development for teachers is provided during teacher professional development meetings on modified school days, through after-school workshops. This professional development is provided by the principal, district Resource Teacher, and an Instructional Leadership Team. New teachers receive additional training and support through the Beginning Teacher Support Assistance program (BTSA). During the 2016-17 school year, we had one teacher receiving this support. All Marshall teachers have completed training for CLAD certification. Additionally, two teachers have received National Board Certification.

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	18	18	118

Chula Vista Elementary School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

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



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

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

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

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

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

2021-22 District Contact Information

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

2020-21 CAASPP Test Results in ELA by Student Group

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

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

2020-21 CAASPP Test Results in Math by Student Group

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

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

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

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

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

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

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

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

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

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

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