Valley Vista Elementary School
2021 School Accountability Report Card

VALLEY VISTA
A Dual Language School
Multicultural Education through Arts and Sciences
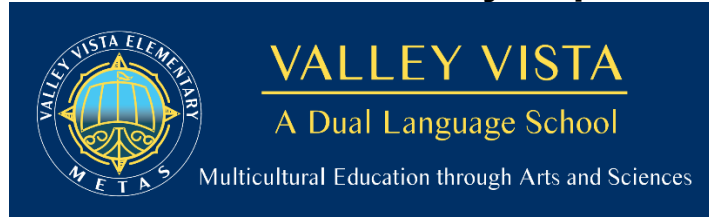
General Information about the School Accountability Report Card (SARC)

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	Valley Vista Elementary School
Street	3724 Valley Vista Way
City, State, Zip	Bonita, CA 91902
Phone Number	(619) 479-7171
Principal	Carmen Emery, Ed. D.
Email Address	maria.emery@cvesd.org
School Website	
County-District-School (CDS) Code	37-68023-6037832

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

Valley Vista School is one of 49 elementary schools in the Chula Vista Elementary School District (CVESD). Our school is located along Sweetwater Rd. in the Sweetwater Valley as part of the unincorporated community of Bonita, CA. Bonita is nestled among the incorporated cites of Chula Vista, National City, and San Diego. Our students come from the Bonita Valley area and the surrounding cities in the county of San Diego. Valley Vista is an English/Spanish, 50:50, Two-Way Dual Language Immersion (DLI) School.

Our Mission is to prepare our students to succeed Academically, Linguistically, and Socially.

- To provide relevant learning in two vital languages ensuring students attain biliteracy and a world-class, multicultural education
- To engage students in personalized learning experiences that integrate essential skills: Communication - Collaboration - Critical Thinking - Creativity - Civic Responsibility
- To embrace struggle while developing and practicing a growth mindset towards learning and self-efficacy

We see learning as a journey that takes teamwork, planning, vision, grit, and shared leadership.

Our School Vision: At Valley Vista, everyone is a learner and a leader. Love for learning fuels and motivates us. Through our Viking Virtues we add value to our lives, our community, and our world. While everyone is responsible for their own learning, we work together to make everyone better, stronger, and happier.

Viking Virtues:

- MMindset
- EEffort
- TThink Critically
- AAdd Value
- SSelf-Efficacy

Viking's Creed: I know I am part of what's GREAT in our school. METAS helps me remember that I control my MINDSET. With EFFORT, I can accomplish anything. THINKING critically leads me to discover and learn more. The things I do ADD value to my class, my school, and my community. Everyday, I will work to be the BEST ME I can be. This builds the SELF EFFICACY that will help me succeed. I promise to act and speak with Kindness. If I see someone being hurt by others, I will tell an adult, Everyone should feel safe and happy at school. I am part of what's GREAT about my school.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	90
Grade 1	91
Grade 2	77
Grade 3	85
Grade 4	80
Grade 5	72
Grade 6	86
Total Enrollment	581

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52
Male	48
Asian	0.5
Black or African American	2.8
Filipino	5.3
Hispanic or Latino	78.1
Native Hawaiian or Pacific Islander	0.2
Two or More Races	3.6
White	9.1
English Learners	21.7
Foster Youth	0.7
Socioeconomically Disadvantaged	53.4
Students with Disabilities	8.6

A. Conditions of Learning

State Priority: Basic

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

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14.0	51.9	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)	1.0	3.7	14.0	1.0	12115.8	4.4
Unknown	12.0	44.4	106.0	7.7	18854.3	6.9
Total Teaching Positions	27.0	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	1.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	1.0

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. Note: adoption cycles have been paused as a result of the impact that the Covid-19 pandemic has had on our educational system state-wide.

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, and all are in good condition. Core materials are available in both English and Spanish. An inventory of books is warehoused centrally to provide for growth and changing needs at the schools sites.

We invested at site and district levels in software applications to assist with formative and summative assessments, literacy skills, mathematics and language acquisition. In addition, teachers integrate technology tools to facilitate day to day tasks such as attendance, report cards and electronic communication.

Year and month in which the data were collected	January 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advanced (English) & Adelante (Spanish) Adopted in 2016-17.	Yes	0%
Mathematics	GoMath Mathematics K-6, English and Spanish. Adopted in 20015-16.	Yes	0%
Science	Houghton-Mifflin Science series for Kindergarten to Sixth Grade English and Spanish. Adopted Spring 2008.	Yes	0%

| History-Social Science | Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish).
Adopted Spring 2007. | Yes | 0% |

School Facility Conditions and Planned Improvements

Valley Vista students are safe on school grounds before, during, and after school. Additional supervisory staff is hired to provide supervision during these key times.

Classrooms, playground, and staff spaces at Valley Vista Elementary School support our school's current enrollment. Additional space is available to support science, a Counselor, and a Resource Specialist (RSP). Tutorial, small group instruction spaces are also available between classrooms.

The District maintains a planned program, which ensures routine maintenance functions are performed on a scheduled basis. Valley Vista custodial staff perform daily inspection and cleaning operations.

| Year and month of the most recent FIT report | 12/06/2021 |

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	X		
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			300 Boys RR: Stain floors and wall by panels. 300 Mechanical: Doors don't lock open, cobwebs, floor dirty, missing fire stinguisher. 300A: exterior door doesn't close all the way, panel out, electrical panel block, cealing pull up, damage cover wall. 300B: Ceiling stain, electrical panel blocked. 300D: 2 stained ceiling tile, door not closing properly. 300E: 1 stained ceiling tile, panel out 400 Boy's RR: Middle urinal brocken handle smells bad, debrie on ligths. 400 Elec Rm: G-force gallon missing the anti temper, electrical panel its blocked. 400 Girl's RR: Stain floors, water holes conector outside leaking water. 400B: electrical panel blocked 400G: wall stained above door to Rm. 409; cobwebs at motion detector; electrical panel blocked, 6 panel out CR 201 (Kinder): Restrooms toilet seat loose, (rigth) panel out (left)

School Facility Conditions and Planned Improvements

CR 202 Kinder: right restroom - floor dirty, door doesn't shut need to pull it hard, loose toilet seat.

CR 301: 3 lamps out; 3 household cleaners under sink.

CR 302: fire extinguisher blocked; fire alarm pull station blocked, ceiling need to put down.

CR 303: 1 lamp out, household under sink.

CR 305: fountain high

CR 306: 1 unmarked spray bottle under sink, house holds.

CR 307: 7 panel out, cobwebs by sink, stain tile on sink, carpet stainguisher.

CR 308: 14 Panel out

CR 401: 1 stained ceiling tile; carpet stains and tile, cober base attaching under whiteboard.

CR 402: 6 lamps out, dusty, fire stinguisher missing hook up tile stains.

CR 403: 2 household cleaners under sink

CR 404: door not closing properly, 4 panels out.

CR 405: Door closes to strong.

CR 406: 3 panel out, cobwebs behing cabbinets.

CR 407: 1 stained ceiling tile; sink cabinet door has a broken knob; wall dirty, carpet and tile stains.

CR 408: Pencil sharpiner cover is missing, wall peeling, 3 ligths fixtures, carpet stain.

CR 501: Door closes to fast, tile cealing gaps, panel out, carpet stains.

CR 502: Cobwebs on windows, tile cealing loose and holes carpet stains.

CR 503: tile cealing loose, carpet stain, cobwebs on windows, household under sink.

CR 504: wall vent dirty; carpet dirty, stained and spotted, door not closing properly, cobwebs on windows.

CR 505: wall vent dirty; ceiling at motion sensor needs to be replaced; ceiling vents and ceiling tile around them are dirty; door closes fast and when gets to frame then lock, panel out.

CR 506: ceiling tile loose, windows cob webs, cabinet peeling

Kitchen: leaking sink.

Media center: Electrical panels blocked, heater look is leaking spots on wall.

Multipurpose: Ligth panel out, cobwebs all over, round light out.

School Facility Conditions and Planned Improvements

			Play Toy: paint peeling; cobwebs; spiral slide drop more than 12" Playground: lower playground - asphalt has long, wide cracks - trip hazard; upper playground - needs to be swept, need to replace tetherball chains. Stage Storage: Fire sprinkler covered with tape, possible leak paint peeling, cobweb. Stage: wheelchair lift blocked, cobwebs, Black plastic with duck tape blocking holes
Electrical		X	300 B: 7 Light out 400 A: 7 Light out Stage Storage: 7 Light out
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X	X	Playground: (9) Pressure too low on fountain
Safety: Fire Safety, Hazardous Materials		X	CR 201 (Kinder): (11) Lysol disinfectant spray in adult RR
Structural: Structural Damage, Roofs	X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		300 boys RR: (15) corrosion on bottom of exit door

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	314	NT	NT	NT	NT
Female	159	NT	NT	NT	NT
Male	155	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	16	NT	NT	NT	NT
Hispanic or Latino	251	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	11	NT	NT	NT	NT
White	27	NT	NT	NT	NT
English Learners	62	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	133	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	31	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	314	NT	NT	NT	NT
Female	159	NT	NT	NT	NT
Male	155	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	16	NT	NT	NT	NT
Hispanic or Latino	251	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	11	NT	NT	NT	NT
White	27	NT	NT	NT	NT
English Learners	62	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	133	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	31	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	323	304	94	6	42
Female	165	157	95	5	42
Male	158	147	93	7	42
American Indian or Alaska Native	0	0	0	0	0
Asian	18	16	89	11	72

Black or African American	5	5	100	0	20
Filipino	0	0	0	0	0
Hispanic or Latino	256	247	96	4	40
Native Hawaiian or Pacific Islander	1	1	100	0	100
Two or More Races	13	9	69	31	15
White	30	26	87	13	53
English Learners	68	64	94	6	10
Foster Youth	3	3	100	0	33
Homeless	0	0	0	0	0
Military	12	11	92	8	50
Socioeconomically Disadvantaged	184	173	94	6	35
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	31	26	84	16	16

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

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

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

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	323	292	90	10	10
Female	165	149	90	10	11
Male	158	143	91	9	9
American Indian or Alaska Native	0	0	0	0	0
Asian	18	15	83	17	33
Black or African American	5	4	80	20	20
Filipino	0	0	0	0	0
Hispanic or Latino	256	239	93	7	7
Native Hawaiian or Pacific Islander	1	1	100	0	0
Two or More Races	13	8	62	38	15
White	30	25	83	17	20
English Learners	68	63	93	7	0
Foster Youth	3	3	100	0	0
Homeless	0	0	0	0	0
Military	12	9	75	25	17
Socioeconomically Disadvantaged	184	165	90	10	5
Students Receiving Migrant Education Services	0	0	0	0	0

| Students with Disabilities | 31 | 25 | 81 | 19 | 3 |

*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	69	NT	NT	NT	NT
Female	39	NT	NT	NT	NT
Male	30	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	55	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	17	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	28	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Research shows a high correlation between parent involvement, student achievement, and effective schools. We invite parents to become engaged in their children's education and active members of our school's learning community. Join us for monthly Principal's Coffees as we hope to return traditional family school events sometime this school year. Some of the traditional events have included movie night, reading, science, and math family nights, the Fall Festival, Literacy Week & Book Fairs, our Multicultural Fair, and the morning Running Club. You can attain information on all the scheduled school activities & events from our district's website at cvesd.org. Click on Schools to find Valley Vista and look up our Student-Parent Handbook and other school and district information. Weekly updated information is readily available on our school blog: www.valleyvistavikingnews.org

We strive to increase parent participation in leadership roles through our Parent Teacher Organization (PTO), School Site Council (SSC), and the English Language Advisory Committee (ELAC) which meets at the principal's monthly coffee chats. Even though it has not been possible to have them yet this schoolyear due to the Covid-19 pandemic, we truly appreciate our volunteers in our classrooms as parent volunteers make enrichment opportunities possible for our students. Parents are encouraged to support their children's academic development from home and we stand ready to help you in any area. We value and welcome parent participation.

All our families receive a weekly messenger from the principal and timely updates in the school blog and through Class Dojo. Information can also be found displayed in the school marquee and several shadow boxes throughout the school.

You are always welcomed to call our front office at 619-479-7171

Carmen Emery – School Principal – maria.emery@cvesd.org

Leticia Osornio - School Secretary - leticia.galvezosorni@cvesd.org

Spanish translation is always available. Hablamos español.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	606	589	65	11.0
Female	316	308	42	13.6
Male	290	281	23	8.2
American Indian or Alaska Native	0	0	0	0.0
Asian	3	3	1	33.3
Black or African American	17	17	5	29.4
Filipino	32	32	2	6.3
Hispanic or Latino	474	463	50	10.8
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	22	19	4	21.1
White	54	52	3	5.8
English Learners	150	149	13	8.7
Foster Youth	4	4	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	327	318	53	16.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	63	61	9	14.8

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	0.64	0.17	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	0.16	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	0.17	0.00
Female	0.00	0.00
Male	0.34	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	5.88	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	0.31	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.59	0.00

2021-22 School Safety Plan

Student and staff safety and well-being is prioritized at Valley Vista. The Comprehensive School Safety Plan (CSSP) is reviewed within the first quarter of each school-year by the school's Safety Committee which includes at minimum, the principal, a primary & an upper grade certificated employee, a classified employee, a parent representative, and the student council president. This committee reviews several data including student behavior & discipline, area crime, and facility vulnerabilities, in order to develop at least two goals for improvement. This year; Goal One: involves improving the reactionary response to emergency drills by students through the practice the following routine at the end of each recess: Siren, Freeze, Squat, Listen, Follow Directions. Goal Two: involves practicing and reinforcing safe pick-up routines at dismissal times. The CSSP was presented to the community and our School Site Council (SSC) on 10/13/21. It was presented again and approved by SSC on 11/3/21 and subsequently submitted to the CVESD School Board of Education for final approved.

Regular safety protocols include emergency and earthquake preparedness drills, monthly fire drills, bus evacuation drills, school-wide assemblies (broadcasted via videos or live streaming to classrooms) addressing safety and health, adequate playground supervision, and professional development for staff on child abuse awareness & reporting, trauma informed responses, and hygiene & emergency procedures. Additionally, we incorporate Red Ribbon Week, Kindness Week, and Jump Rope for Heart activities which focuses on drug and alcohol abuse prevention and health & self-care awareness. We adhere to our district's wellness policy and promote healthy living through physical activity and informed food choices.
We use the Raptor check-in system for adults on campus in between arrival and dismissal times. We have an active and well-trained Safety Patrol.

Our school emphasizes positive behavior supports through a school-wide Gotcha program that "catches" students doing the "right" things and then recognizes students for their good choices. Class Gotcha slips are also handed out for classroom group behavior recognition. We promote the development of a Growth Mindset throughout the school year and focus on Viking Virtues. The Viking Virtues are attached to the acronym METAS (the Spanish word for GOALS): Mindset, Effort, Thinking, Add value, Self-efficacy.

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	22		4	
1	22	1	3	
2	22	2	2	
3	19	2	2	
4	26		3	
5	22	1	2	
6	25	2	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	21	1	3	
1	21	1	3	
2	28		3	1
3	22	2	2	
4	26		3	
5	21	1	3	
6	20	2	2	

2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	39		1	3
1	46			4
2	48			4
3	43			4
4	26	1	2	1
5	30	2		2
6	35	1	1	2

2020-21 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	1162

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)	0.5
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Nurse	0.4
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	11,814.50	3,306.19	8,508.31	80,243
District	N/A	N/A	190,145,679	$82,315
Percent Difference - School Site and District	N/A	N/A	-200.0	-2.5
State			$8,444	$85,863
Percent Difference - School Site and State	N/A	N/A	0.8	-6.8

2020-21 Types of Services Funded

Valley Vista is a Two-Way, 50:50, English-Spanish, Dual Language Immersion (DLI) School. To date, ninety percent (90%) of the student body is learning in both languages every school day. Our multilingual language learners (MLLs) benefit from two, language-specific, classroom teachers at every grade level and are challenged academically and linguistically in every content area through our DLI program.

District and Site funds are used to provide for regular classroom teacher collaboration through our VAPA program which includes Science, Art, Theater, and Dance/PE. Planning, data analysis, and on-going professional collaborative learning is the focus of teacher collaboration sessions. Gifted And Talented Education (GATE), MLLs, Special Needs, and general education (GenEd) students, are provided access to a differentiated classroom program that integrates extension learning opportunities provided by certificated classroom teachers, targeted-subject teachers (Science & Impact), and Visual and Performing Arts (VAPA) teachers. Our school's Response to Intervention begins with Student Study Teams (SST) that monitors the progress of target students receiving interventions in the GenEd classroom using materials and/or strategies designed to address particular and identified learning gaps. Additionally, an English language instructional assistant conducts timely state assessments and additional needs-based interventions for MLLs.

Students K-6th, use a computer-based language development program that provide structured practice to identified students at individual levels in either English or Spanish, or both. Students also use adaptive, web-based programs in order to extend their learning in language arts & mathematics:
- 3rd-6th: Achieve 3000 for informational reading
- 1st-6th: STAR & Accelerated Reader – reading
- Kinder-2nd: Smarty Ants and/or RazKids
- K-6th: ThinkCentral and i-Ready for mathematics assessment and learning

Valley Vista invests and continues to update computers and other technology tools for teaching such as tablets, document cameras, and Smart TVs in order to provide our students and teachers with the technology and expertise that is increasingly necessary in our society.

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, an instructional focus is identified based on data by the school's Instructional Leadership Team (ILT). A professional learning cycle (PLC) is developed with activities leading towards the achievement of the school's goals and objectives. The plan, goals and objectives are part of our Site Plan for Student Achievement.

Additionally, there is a learning plan for staff (all the adults on site), around identified growth and professional development needs. Due to the impact Covid-19 has had on our school years 2020-21 and 21-22, the on-going staff development topics include staff growth on:

- Equity & Anit-bias Education - Self-awareness & Acceptance - Social Justice and a more balanced curriculum
- Multilingual Education – World Readiness - Collaborative Discussions - across content & grade levels - Writing across content & grade levels – socio-cultural competence
- MTSS - RtI *SEL – screening & support – METAS: Viking Virtues *Academics – differentiation for all target groups (GATE, MLL, SpEd, GenEd) *Behavioral - Restorative Practices

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	2.5	2.5	2.5

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

	526	489	93	7	56
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.