

Wolf Canyon Elementary School

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/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	Wolf Canyon Elementary School
Street	1950 Wolf Canyon Loop
City, State, Zip	Chula Vista, CA 91913
Phone Number	(619) 482-8877
Principal	Casey Lange
Email Address	casey.lange@cvesd.org
School Website	wolfcanyontimberwolves.org
County-District-School (CDS) Code	37-68023-0114009

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

School Description

Wolf Canyon Elementary was the 44th school in the Chula Vista Elementary School District. The school opened its doors in July 2007. Each of its four academic buildings has eight classrooms with a workroom in the center hallway. In 2010, the school added 2 portable units with a total of 6 classes. It is a public school with a private school feel, accented with covered walkways and graceful arches inspired by famed San Diego architect Irving Gill. Eye-catching exteriors complement the energy-efficient and sustainable processes occurring within, making this attractive public school also one of California's greenest.

Wolf Canyon Elementary School has a focus on the Fine Arts, Science, and Technology (FAST), and seeks to apply the California Common Core Standards through innovative instruction that integrates curriculum and student learning to the vast world of mass communication. Challenging students with the task of establishing a deeper connection to and purpose for learning is central to the vision of the Wolf Canyon school mission. The ultimate goal of Wolf Canyon Elementary School is to encourage learning-in-action through science and technology and explore exciting new ways to support student achievement through the arts.

Mission

The mission of Wolf Canyon Elementary School is to provide an educational experience for all children that promotes academic excellence, social responsibility, emotional strength, physical vitality and above all else a love for learning. Wolf Canyon Elementary believes that a complete education involves the mind and the heart.

Wolf Canyon's slogan is "Responding to the Call of Excellence for All!"

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	167
Grade 1	127
Grade 2	113
Grade 3	130
Grade 4	128
Grade 5	130
Grade 6	130
Total Enrollment	925

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.2
Male	52.8
American Indian or Alaska Native	0.5
Asian	7
Black or African American	7.4
Filipino	29.2
Hispanic or Latino	34.1
Native Hawaiian or Pacific Islander	0.5
Two or More Races	7.9
White	11.5
English Learners	12.2
Foster Youth	0.1
Socioeconomically Disadvantaged	21.7
Students with Disabilities	11.2

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)	37.8	95.9	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)	1.0	2.5	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	0.6	1.6	106.0	7.7	18854.3	6.9
Total Teaching Positions	39.4	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	1.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	1.0

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

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

Year and month in which the data were collected

January 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance Adopted in 2017	Yes	0%
Mathematics	Houghton Mifflin Go Math K-5 Adopted in 2015.	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%
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School Facility Conditions and Planned Improvements

Wolf Canyon Elementary School's enrollment is consistently in flux due to the opening of new schools and new housing developments in the area around the school. This impacts the number of classrooms being used in a given year.

The Chula Vista Elementary School District maintains a planned program, which ensures routine maintenance functions are performed on a scheduled basis. The Wolf Canyon custodial staff performs basic cleaning maintenance operations daily. Campus inspections are held monthly with the site custodians and the school principal to review any potential safety, maintenance or facility concerns.

The school site at Wolf Canyon Elementary School currently has 4 outside entry areas including the office entrance. There are 2 vehicle entrances into separate parking lots and drop-off/pick-up zones. There are locked gates between the parking lots and the playground.

Year and month of the most recent FIT report

9/30/2020

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		<p>300 Girl's RR: 4 light diffusers dirty; dirty floors and doors, walls damaged.</p> <p>300 Work Rooms: file cabinets not secured, countertop laminate damaged, cabinet doors damaged plastic molding, carpets really bad</p> <p>303 CR: 1 stained ceiling tile, document camera faceplate missing, IT box missing plate.</p> <p>404 CR: IT box missing cover, exit door to park lot cover broken (leaking) (door close), broken electric face plate over counter, broken electric face plate by interior door.</p> <p>405 CR: door cover missing, projector screen will not stay down, pencil sharpener broken, short blinds, 1 slat missing</p> <p>503 CR: stained ceiling tile, door leading to work room not latching, 1 pencil sharpener broken.</p> <p>508 CR: Stain ceiling tile, IT box missing cover.</p> <p>509 Kidco: damaged ceiling tile, temperature gauge broken not there.</p>

School Facility Conditions and Planned Improvements

			<p>600 Boys RR: wall has a large crack in drywall, trim on bottom of partition loose, floor dirty, broken soap dispenser, broken toilet seat, not cleaned</p> <p>600 Work Rooms: cabinet molding coming unglued, file cabinets not secured, wall damaged</p> <p>702 CR: damaged ceiling tile, covebase damage</p> <p>705 CR: 1 lamp out; wall, stained ceiling tile, file cabinet not secured, front door does not open properly</p> <p>Admin: carpet dirty/stained, covebase by front door</p> <p>Conference: Holes in tackboard, stained carpet, ceiling tile by doc cam mount</p> <p>Library/Media Center: stains on ceiling, missing weather strips on door, outlet by thermostat not working</p>
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		<p>300 Boy's RR: dirty walls, doors and floors, cobwebs, urinals slow to drain.</p> <p>300 Girl's RR: 4 light diffusers dirty; dirty floors and doors, walls damaged.</p> <p>302</p> <p>CR: carpet spotted, rear door not closing properly</p> <p>303</p> <p>CR: 1 stained ceiling tile, document camera faceplate missing, IT box missing plate.</p> <p>304</p> <p>CR: back door not closing properly, outlet missing face plate near blue paper wall.</p> <p>305</p> <p>CR: 1 light fixture not working, pencil sharpener cover missing</p> <p>407</p> <p>CR: drinking fountain low pressure , broken electrical outlet cover, 1 stain ceiling tile, missing electrical cover</p> <p>507/508 Kinder Playtoy: cobwebs; wood chips all over on playtoy; spiral slide drop more than 12", upper panel missing bolts</p> <p>600 Staff RR: vent dirty, holes in door, toilet seat loose</p> <p>605/606 Kinder Playtoy: cobwebs; wood chips all over on playtoy</p> <p>606/605</p> <p>Right RR: Exit door next to 605 sticks on door sill</p>

School Facility Conditions and Planned Improvements

			<p>703 CR: stained carpet, door skin delaminating, ceiling tile drooping, plug covered by sink</p> <p>706 CR: wall vent dirty; door is dirty and delaminating, file cabinet not secured, window blind broken</p> <p>Copy Center: carpet stains.</p> <p>MP Boy's RR: cobwebs, hand air not working, light out, water pressure on toilet too high</p> <p>MP: Safety light out by kitchen, ceiling lights out 3, stains in carpet, tile on both sides of stage bad</p> <p>YMCA/CC: 2 lamps out, wall has grout stains, ceiling access panel not closed all the way, bathroom cobwebs, stains on walls, broken electrical door plate, blinds missing</p>
Electrical		X	<p>303</p> <p>CR: 1 stained ceiling tile, document camera faceplate missing, IT box missing plate.</p> <p>306</p> <p>CR: back door does not close properly, rubbing doorsill/ missing electric socket cover under teacher desk/ cover base falls off, 1 stain tile.</p> <p>400 Storage: electrical panel blocked, storage racks not secured</p> <p>401 CR: drinking fountain low pressure, 3 blind slats</p> <p>406</p> <p>CR: 3 lights out, electrical socket covered with fabric, light switch, one light fixture does not turn off, pencil sharpener broken.</p> <p>407</p> <p>CR: drinking fountain low pressure, broken electrical outlet cover, 1 stain ceiling tile, missing electrical cover</p> <p>500 Electrical (External): stuff up against high voltage box</p> <p>507</p> <p>Kinder: missing outlet cover by backdoor</p> <p>507/508</p> <p>Girl's RR: light out, handicap rails dirty.</p> <p>602</p> <p>CR: drinking fountain low pressure, floor tile cracked, lights out, 1 ceiling tile stained.</p> <p>606/605</p> <p>Right RR: Exit door next to 605 sticks on door sill</p>

School Facility Conditions and Planned Improvements

				<p>705 CR: 1 lamp out; wall, stained ceiling tile, file cabinet not secured, front door does not open properly</p> <p>Health Office: stained ceiling tiles, broken outlet cover</p> <p>Media Center Girl's RR: light out, paint above terrazzo wall</p> <p>MP Boy's RR: cobwebs, hand air not working, light out, water pressure on toilet too high</p> <p>Stage Custodian Storage: electrical panel blocked</p>
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			<p>304</p> <p>CR: back door not closing properly, outlet missing face plate near blue paper wall.</p> <p>307</p> <p>CR: door rubs at the top - doesn't shut all the way, broken pencil sharpener.</p> <p>401 CR: drinking fountain low pressure, 3 blind slats</p> <p>404</p> <p>CR: IT box missing cover, exit door to park lot cover broken (leaking) (door close), broken electric face plate over counter, broken electric face plate by interior door.</p> <p>407</p> <p>CR: drinking fountain low pressure , broken electrical outlet cover, 1 stain ceiling tile, missing electrical cover</p> <p>503</p> <p>CR: stained ceiling tile, door leading to work room not latching, 1 pencil sharpener broken.</p> <p>600 Girl's RR: bottom trim of partition loose, broken soap dispenser, 1 light fixture out, not cleaned</p> <p>605/606 Kinder Playground: drinking fountain low pressure , play toy upper panel , missing nut, more bark around slides cob webs.</p> <p>Library/Media Center: stains on ceiling, missing weather strips on door, outlet by thermostat not working</p>
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External:	X			304

School Facility Conditions and Planned Improvements

Playground/School Grounds, Windows/
Doors/Gates/Fences

CR: back door not closing properly, outlet missing
face plate near blue paper wall.

305

CR: 1 light fixture not working, pencil sharpener
cover missing

306

CR: back door does not close properly, rubbing
doorsill/ missing electric socket cover under
teacher desk/ cover base falls off, 1 stain tile.

307

CR: door rubs at the top - doesn't shut all the
way, broken pencil sharpener.

404

CR: IT box missing cover, exit door to park lot
cover broken (leaking) (door close), broken
electric face plate over counter, broken electric
face plate by interior door.

408

CR: back door does not close properly, pencil
sharpener broken.

503

CR: stained ceiling tile, door leading to work
room not latching, 1 pencil sharpener broken.

504

CR:

505

Kinder: door window frame rusted, broken CO2
sensor electric socket loose behind door.

507/508 Kinder Playtoy: cobwebs; wood chips all
over on playtoy; spiral slide drop more than 12",
upper panel missing bolts

600 Custodian: damage on wall by floor
basin/water damage

600 Staff RR: vent dirty, holes in door, toilet seat
loose

607/608 Boy's RR: vent dirty; door does not close
properly

607/608 Girl's RR:

608

CR:

703 CR: stained carpet, door skin delaminating,
ceiling tile drooping, plug covered by sink

705 CR: 1 lamp out; wall, stained ceiling tile, file
cabinet not secured, front door does not open
properly

School Facility Conditions and Planned Improvements

				<p>706 CR: wall vent dirty; door is dirty and delaminating, file cabinet not secured, window blind broken</p> <p>Health Office: stained ceiling tiles, broken outlet cover</p> <p>Library/Media Center: stains on ceiling, missing weather strips on door, outlet by thermostat not working</p> <p>Lounge: House holds under the sink, missing blind slat</p> <p>Play Toy: all slide drops more than 12", cobwebs, rubber mat showing by slide seams are separating on circle slide, cracking center slide.</p> <p>YMCA/CC: 2 lamps out, wall has grout stains, ceiling access panel not closed all the way, bathroom cobwebs, stains on walls, broken electrical door plate, blinds missing</p>
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Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

SARC Reporting in the 2020-2021 School Year Only

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

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

Options

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
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	518	NT	NT	NT	NT
Female	244	NT	NT	NT	NT
Male	274	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	27	NT	NT	NT	NT
Black or African American	30	NT	NT	NT	NT
Filipino	148	NT	NT	NT	NT
Hispanic or Latino	173	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	63	NT	NT	NT	NT
White	70	NT	NT	NT	NT
English Learners	40	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	103	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	71	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	518	NT	NT	NT	NT
Female	244	NT	NT	NT	NT
Male	274	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	27	NT	NT	NT	NT
Black or African American	30	NT	NT	NT	NT
Filipino	148	NT	NT	NT	NT
Hispanic or Latino	173	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	63	NT	NT	NT	NT
White	70	NT	NT	NT	NT
English Learners	40	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	103	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	71	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	518	503	97	3	80
Female	241	232	96	4	82
Male	277	271	98	2	79
American Indian or Alaska Native	4	4	100	0	50
Asian	180	173	96	4	89

Black or African American	30	30	100	0	80
Filipino	0	0	0	0	0
Hispanic or Latino	172	167	97	3	70
Native Hawaiian or Pacific Islander	2	2	100	0	50
Two or More Races	61	59	97	3	74
White	69	68	99	1	90
English Learners	57	55	96	4	54
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	177	173	98	2	86
Socioeconomically Disadvantaged	117	114	97	3	71
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	65	60	92	8	42

*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	518	504	97	3	49
Female	241	233	97	3	48
Male	277	271	98	2	49
American Indian or Alaska Native	4	4	100	0	75
Asian	180	174	97	3	63
Black or African American	30	30	100	0	47
Filipino	0	0	0	0	0
Hispanic or Latino	172	166	97	3	31
Native Hawaiian or Pacific Islander	2	2	100	0	0
Two or More Races	61	60	98	2	52
White	69	68	99	1	51
English Learners	57	55	96	4	25
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	177	174	98	2	56
Socioeconomically Disadvantaged	117	114	97	3	33
Students Receiving Migrant Education Services	0	0	0	0	0

Students with Disabilities	65	64	98	2	23
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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	129	NT	NT	NT	NT
Female	61	NT	NT	NT	NT
Male	68	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	34	NT	NT	NT	NT
Hispanic or Latino	48	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	18	NT	NT	NT	NT
White	16	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	30	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	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 and effective schools. We encourage parents to become actively involved in our school. We have Parent Information Nights to keep parents informed about assessment, curriculum and instruction and we provide parents with ways in which they can become partners with us in the education of their children.

Parent participation and involvement are some of the best ways you can ensure your child's success. Key committees where parents can be involved include:

ELAC – English Language Acquisition Committee provides input into the development of the School Plan for Student Achievement as it pertains to meeting the educational needs of English Language Learners.

PTA – Parent-Teacher Association is an organization that exists to promote student achievement, parent involvement, and teacher and staff support.

SSC – School Site Council develops, implements, monitors, and evaluates the School Plan for Student Achievement in accordance with Federal and State laws, and District policy.

MSC -- Military Support Committee meets quarterly to develop and refine supports for military-connected students and families.

Safety Committee - Staff, Parents, and Law Enforcement provide guidance and support for the Safe Schools Plan and are responsible for reviewing and updating the goals for this plan each year.

Yearbook Committee - Parents participate in the taking and gathering of photos for the school yearbook. Parents are also welcome to participate in the development of the yearbook as part of this committee.

PBIS Committee - Parents, staff, and students meet monthly to review and set goals for the implementation of Positive Behavior Intervention and Support.

2021-22 Opportunities for Parental Involvement

There are many opportunities to volunteer at school. Volunteers are expected to attend a brief in-service at the beginning of each school year and all volunteers must sign a Volunteer Agreement form. All volunteers who work directly with students do so under the supervision of certificated staff and must have a current TB skin test result filed in the school office. Arrangements for visiting or volunteering in a classroom are to be made with the teacher in advance. Contact us at (619) 482-8877 to get involved.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	954	936	13	1.4
Female	445	438	6	1.4
Male	509	498	7	1.4
American Indian or Alaska Native	6	6	0	0.0
Asian	66	66	0	0.0
Black or African American	71	69	4	5.8
Filipino	269	267	0	0.0
Hispanic or Latino	328	318	7	2.2
Native Hawaiian or Pacific Islander	5	5	0	0.0
Two or More Races	78	77	2	2.6
White	110	109	0	0.0
English Learners	133	131	2	1.5
Foster Youth	3	2	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	220	215	8	3.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	129	123	4	3.3

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	0.12	0.10	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	0.11	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	0.10	0.00
Female	0.00	0.00
Male	0.20	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	1.28	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, well-being, and self-esteem are promoted by activities including lockdown, emergency and earthquake preparedness drills, bus evacuation drills, playground supervision, Adolescent Growth Education, child abuse awareness, and a School Safety Patrol. Wolf Canyon received a grant from the JPA to implement the Safe School Ambassadors bystander education program. In an effort to ensure a safe campus Wolf Canyon Elementary School is a closed campus. All students must report to the front office before leaving early or when returning to campus. All visitors and/or volunteers must report to the office to sign in and receive a visitor/volunteer badge. All gates are locked during school hours. Wolf Canyon has the benefit of the entire community looking out for the safety of our students. The Wolf Canyon School Community embodies the idea that "It takes an entire village to raise a child." Families keep a close eye on the school after school hours and on weekends. Many community groups and after-school programs use the campus for positive activities. The School Site Council approved the School Safety Plan on November 11, 2021.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	2	3	
1	24		4	
2	25		4	
3	23		4	
4	29		3	
5	29		4	
6	27	1	3	
Other	15	1		

2019-20 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	2	6	
1	21	1	5	
2	21	1	5	
3	20	1	5	
4	24	1	4	
5	24	1	4	
6	23	1	4	

2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	3	6	
1	21	1	5	
2	19	1	5	
3	22	1	5	
4	21	2	4	
5	26	1	4	
6	26	1	4	

2020-21 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.8
Social Worker	0
Nurse	0.6
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	0.2

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	11,514.32	4,159.42	7,354.90	75,085
District	N/A	N/A	190,145,679	\$82,315
Percent Difference - School Site and District	N/A	N/A	-200.0	-9.2
State			\$8,444	\$85,863
Percent Difference - School Site and State	N/A	N/A	-13.8	-13.4

2020-21 Types of Services Funded

The following programs and supplemental services are provided at Wolf Canyon Elementary School through LCAP funds or other sources of funding: One full-time music teacher, one full-time art teacher, one part-time technology maintenance person, an additional 6 hours per week to support more library personnel time, a Library Media Tech to support our library, a part-time intervention teacher with a focus on math support for our striving mathematicians. In addition, the school budget supports the following technology programs: RazKids, Reading A-Z, and Accelerated Reader. Professional development is provided for grade-level collaboration and individual teacher growth with provisions made for the costs for substitutes outlined in the school budget.

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

The professional development plan for Wolf Canyon for 2019-2020 is as follows:

- * Social-Emotional Learning (SEL) - Restorative Practices
- * Visible Learning concepts-Learning Intentions & Success Criteria
- * Conversation and Discussion Strategies specific to types of questions

The professional development plan for Wolf Canyon for 2020-2021 is as follows:

- * Social-Emotional Learning (SEL) - Sanford Harmony and Restorative Practices in a Distance Learning format
- * Visible Learning concepts-Learning Intentions & Success Criteria in a Distance Learning format
- * Conversation and Discussion Strategies: TK - Gr. 2 in small group reading - Gr. 3-6 in shared reading and shared math
- * Implementation of iReady Diagnostic and Personalized Instruction
- * Teams, OneNote, Flipgrid, Nearpod, and other technology tools to engage students in Distance Learning.

The professional development plan for Wolf Canyon for 2021-2022 is as follows:

- * Continue the work with SEL-Implementation of Sanford Harmony, restorative practices, daily community circles, the Zone of Regulation, and the use of Inner Explorer.
- * Professional development is strategically aligned to Wolf Canyon's school-wide focus and is also aligned with CVESD's focus on Equity, Literacy, and Teacher Clarity across all content areas.
- * Wolf Canyon continues to support all learners, but specifically English Learners with GLAD, ELD standards, and an aligned designated and integrated ELD program.
- * Visible Learning concepts-Learning Intentions & Success Criteria
- * Conversation and Discussion Strategies specific to types of questions
- * Implementation of iReady math diagnostic, Smarty Ants, and Achieve

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			14

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.					