

Veterans Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://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 <https://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) <https://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.

2023-24 School Contact Information

School Name	Veterans Elementary School
Street	1550 Magdalena Avenue
City, State, Zip	Chula Vista, CA 91913
Phone Number	(619) 216-1226
Principal	Erika Gregg
Email Address	erika.gregg@cvesd.org
School Website	https://veterans.cvesd.org/
County-District-School (CDS) Code	37-68023-6037832

2023-24 District Contact Information

District Name	Chula Vista Elementary School District
Phone Number	(619)425-9600
Superintendent	Dr. Eduardo Reyes, Superintendent
Email Address	eduardo.reyes@cvesd.org
District Website	www.cvesd.org

2023-24 School Description and Mission Statement

Description

Veterans Elementary opened in 2005, serving a K-6 population. The school is located in southeast of San Diego County in the city of Chula Vista. It is located in an area of new homes and apartments. Veterans is about five miles from the U.S./Mexico border. Veterans was the 43rd elementary school to open in the Chula Vista Elementary School District. The school has four permanent classroom pods, a library media center, an auditorium, and an administrative building.

We have a very diverse student population. Approximately 27% of the students qualify for the free and reduced National School Lunch Program. Approximately 21% of the students are English Learners, 4% qualify for GATE, 17% are Filipino, and 53% are Hispanic. There are 34 general education teachers, 2 special education teachers, 5 part-time visual and performing arts teachers. We have a full-time Associate Principal, a full-time Impact Teacher, one Speech Teacher, 5 days/week with a nurse on site, 5 days/week with a psychologist on site, and an on-site school counselor 2.5 days/per week.

The mission of Veterans Elementary is to provide all children with a world class education.

Veterans Elementary School provides a safe, nurturing, supportive learning environment for every member of the school community. We foster the continuous academic and social growth of all students by engaging them in challenging, enriching learning experiences that meet their individual needs and prepare them for life in the 21st century. This is accomplished by immersing students in a Common Cores Standards curriculum, which demonstrates relevance to their lives, provides in-depth experiences in all curricular areas and provides a strong foundation for future learning. The building blocks of the academic program are commitment, competency, communication, and collaboration. Staff members take responsibility for basing instruction on best practices by engaging in ongoing professional development through research, reading, and collaboration. Teachers are adept at using ongoing assessments and data to guide instruction. Emphasis is placed on adherence to grade level content standards, ongoing assessment, differentiation, and grade level collaboration. Techniques, strategies, and results are shared with parents on an ongoing basis, thereby giving parents the opportunity to be true partners in the academic growth of their children.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	94
Grade 1	102
Grade 2	113
Grade 3	116
Grade 4	105
Grade 5	137
Grade 6	125
Total Enrollment	792

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.6%
Male	51.4%
American Indian or Alaska Native	0.3%
Asian	5.4%
Black or African American	5.8%
Filipino	18.9%
Hispanic or Latino	51.9%
Native Hawaiian or Pacific Islander	0.4%
Two or More Races	7.6%
White	9.7%
English Learners	19.8%
Foster Youth	0.1%
Homeless	0.4%
Socioeconomically Disadvantaged	26.4%
Students with Disabilities	11.4%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	36.80	97.36	1227.00	88.68	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	5.10	0.37	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.50	1.32	31.40	2.27	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	14.00	1.01	12115.80	4.41
Unknown	0.50	1.32	106.00	7.66	18854.30	6.86
Total Teaching Positions	37.80	100.00	1383.70	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 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)	35.50	94.27	1266.50	87.95	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	6.80	0.48	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	22.80	1.59	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.50	1.33	33.90	2.36	11953.10	4.28
Unknown	1.60	4.40	109.80	7.63	15831.90	5.67
Total Teaching Positions	37.60	100.00	1440.10	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.50	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.50	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.50
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.50

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 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

July 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance and Benchmark Adelante - adopted July 2017	Yes	0%
Mathematics	iReady Math Curriculum - adopted July 2023	Yes	0%
Science	TWIGs Science Curriculum - adopted July 2023	Yes	0%
History-Social Science	Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish). Adopted Spring 2007.	Yes	0%
Foreign Language	N/A		N/A
Health	N/A		N/A
Visual and Performing Arts	N/A		N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

School Facility Conditions and Planned Improvements

Veterans added 6 new classrooms during the summer of 2010. This allows more space to ensure that all students living within the area can be placed at their neighborhood school rather than being overflowed to a nearby school site. Classroom space at Veterans Elementary School is adequate to support our school's current enrollment. There is room for growth in enrollment. The District maintains a planned program, which ensures routine maintenance functions are performed on a scheduled basis. The school custodial staff performs basic cleaning operations daily.

Year and month of the most recent FIT report

7/27/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			:
Interior: Interior Surfaces		X		300 Boy's RR: Multiple cracks in floor // *Terrazzo Floor - * Floor need cleaning (Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base or Terra Glaze (if terrazzo floor is present), least 3 coats, do not apply wax (I-Shine) 300 Girl's RR: Holes in terrazzo // *Terrazzo Floor - * Floor need cleaning (Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base or Terra Glaze (if terrazzo floor is present), least 3 coats, do not apply wax (I-Shine) 401 CR: 2 stained ceiling tile // * Hanging cable/string/wire/yarn across windows or classroom (if across window 6-12 inches away from blind slats are needed) 402 CR: IT cover off under teacher work station // Carpet stains 405 CR: Carpet stains 501 CR: stains on rug - discoloration under whiteboard 505: caulking need on sink counter // * Trim molding coming unglued from Cabinet bookshelf 510 Resource: Shelves not secure // Missing blind slats 600 Girl's RR: Paint cracking // *Terrazzo Floor - * Floor need cleaning (Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base or Terra Glaze (if terrazzo floor is present), least 3 coats, do not apply wax (I-Shine) // Mirrors Etched // Cracks on floor // Caulking needed on sinks and toilets 601 CR: Broken formica on sink countertop // Cove base missing all around the room (per teacher - student remove it) // Carpet stains 608 Resource Room: Cracked Ceiling tile // AP Office: * The carpet is heavily stained and saturated with cleaning agent and need reconditioning. It is recommended that is extracted just with hot water as many times as necessary to eliminate chemical saturation (no foam should be seen in the extracting machine), allow to dry. Second Face is to dry foam-stained areas and remove dirtiness from carpet. The third step will be to pretreat carpet with heavy duty prepay in a dilution 12oz. - 1 gal. and come behind

School Facility Conditions and Planned Improvements

			<p>with the extractor just with plain water to remove chemical and left dirt.</p> <p>Conference: * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, etc. in use (fire and safety concern - per district policy items are not allowed) // Holes on tackboard on two walls</p> <p>Main Office: VCT Flooring needs restoring - Pro-strip Ultra heavy duty stripper , needs to be done as many time to remove all finish completely , then neutralized and after apply 4 coats of 2-1 Carefree Finish.</p> <p>MP Boy's RR: Floor has cracks // *Terrazzo Floor - * Floor need cleaning (Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base or Terra Glaze (if terrazzo floor is present), least 3 coats, do not apply wax (I-Shine)</p> <p>Principal Office: * The carpet is heavily stained and saturated with cleaning agent and need reconditioning. It is recommended that is extracted just with hot hater as many times as necessary to eliminate chemical saturation (no foam should be seen in the extracting machine), allow to dry. Second Face is to dry foam-stained areas and remove dirtiness from carpet. The third step will be to pretreat carpet with heavy duty prepay in a dilution 12oz. - 1 gal. and come behind with the extractor just with plain water to remove chemical and left dirt.</p> <p>Stage: Chipped steps left side // Black wall is torn and chipped //</p> <p>Work Room: Cracked ceiling tile // Storage above the cabinets - * Clearance from ceiling not at 24 Inches or storage above upper cabinets not allowed (per Fire Marshall code)</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>	X		<p>Kinder Playtoy:</p>
<p>Electrical</p>	X		<p>402 CR: IT cover off under teacher work station // Carpet stains</p> <p>Kitchen: Emergency lights over sink do not work. MP: North side of kitchen exterior door closes to hard, R side of stale emergency lights do not work //</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>	X		<p>505: caulking need on sink counter // * Trim molding coming unglued from Cabinet bookshelf</p> <p>706 CR: * Cabinet door needs adjustment (near workroom door) // * Electrical Panels, Roof access ladder, Fire panel or Extinguisher Clearance under 36 inches (partially blocked or obstructed)</p>
<p>Safety: Fire Safety, Hazardous Materials</p>	X		<p>300 custodian next to rrs external: electrical panel blocked, door is hard to shut</p> <p>400 electrical and Fire Riser Rooms external: Provide Clearance for Electrical Panel</p> <p>A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from</p>

School Facility Conditions and Planned Improvements

the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel.

1. Maintain 36" clearance around electrical panels.
2. Remove all combustible items from Electrical room. CFC Section 604.3

500 electrical external: Provide Clearance for Electrical Panel

A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel.

1. Maintain 36" clearance around electrical panels.
2. Remove all combustible items from Electrical room. CFC Section 604.3

600 electrical external: Provide Clearance for Electrical Panel

A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel.

1. Maintain 36" clearance around electrical panels.
2. Remove all combustible items from Electrical room. CFC Section 604.3

607

CR: Blocked door to RR

Admin Electrical: Provide Clearance for Electrical Panel

A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel.

1. Maintain 36" clearance around electrical panels.
2. Remove all combustible items from Electrical room. CFC Section 604.3

Admin Signal FACP: Used for storage // * Electrical Panels, Roof access ladder, Fire panel or Extinguisher Clearance under 36 inches (partially blocked or obstructed)

Admin Storage: Provide Clearance for Electrical Panel

A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel.

1. Maintain 36" clearance around electrical panels.
2. Remove all combustible items from Electrical room. CFC Section 604.3

Child Care Ext. Custodian: Roof ladder blocked // Used for Safety Patrol

MP Roof access fire riser external: Access ladder blocked on west side // * Electrical Panels, Roof

School Facility Conditions and Planned Improvements

			<p>access ladder, Fire panel or Extinguisher Clearance under 36 inches (partially blocked or obstructed)</p> <p>Stage Electrical: Provide Clearance for Electrical Panel</p> <p>A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel.</p> <ol style="list-style-type: none"> 1. Maintain 36" clearance around electrical panels. 2. Remove all combustible items from Electrical room. <p>CFC Section 604.3</p> <p>Stage Roof access: Provide Clearance for Electrical Panel</p> <p>A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel.</p> <ol style="list-style-type: none"> 1. Maintain 36" clearance around electrical panels. 2. Remove all combustible items from Electrical room. <p>CFC Section 604.3</p>
<p>Structural: Structural Damage, Roofs</p>	X		
<p>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	X		<p>300 custodian next to rrs external: electrical panel blocked, door is hard to shut</p> <p>605</p> <p>CR: Center room door doesn't close properly (rubbing with door frame) //</p> <p>YMCA/CC: RR * Wax finishing is worn down / crusted</p> <p>- * Ceramic Floor cleaning recommended (Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base at least 2-3 coats, apply wax with I-Shine 2-3 coats</p>

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).

College and Career Ready

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.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	65	66	54	53	47	46
Mathematics (grades 3-8 and 11)	56	58	41	43	33	34

2022-23 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.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	489	479	97.96	2.04	65.97
Female	244	235	96.31	3.69	73.19
Male	245	244	99.59	0.41	59.02
American Indian or Alaska Native	--	--	--	--	--
Asian	24	24	100.00	0.00	79.17
Black or African American	33	33	100.00	0.00	36.36
Filipino	94	93	98.94	1.06	79.57
Hispanic or Latino	255	247	96.86	3.14	61.13
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	30	30	100.00	0.00	73.33
White	48	48	100.00	0.00	70.83
English Learners	63	59	93.65	6.35	23.73
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	141	141	100.00	0.00	51.77
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	47	44	93.62	6.38	31.82

2022-23 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.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	489	480	98.16	1.84	58.13
Female	244	236	96.72	3.28	58.47
Male	245	244	99.59	0.41	57.79
American Indian or Alaska Native	--	--	--	--	--
Asian	24	24	100.00	0.00	87.50
Black or African American	33	33	100.00	0.00	30.30
Filipino	94	93	98.94	1.06	70.97
Hispanic or Latino	255	248	97.25	2.75	50.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	30	30	100.00	0.00	70.00
White	48	48	100.00	0.00	70.83
English Learners	63	60	95.24	4.76	25.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	141	140	99.29	0.71	45.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	47	44	93.62	6.38	36.36

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.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	39.83	28.78	36.97	34.95	29.47	30.29

2022-23 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. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	141	140	99.29	0.71	28.57
Female	72	71	98.61	1.39	32.39
Male	69	69	100.00	0.00	24.64
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	36	36	100.00	0.00	44.44
Hispanic or Latino	69	68	98.55	1.45	14.71
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	15	15	100.00	0.00	46.67
English Learners	15	15	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	39	39	100.00	0.00	20.51
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	11	100.00	0.00	27.27

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	92.14%	92.14%	92.14%	92.14%	91.43%

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.

2023-24 Opportunities for Parental Involvement

Contact persons:
Erika Gregg, Principal
erika.gregg@cvesd.org

Elizabeth Diaz-Tucker, Associate Principal
Elizabeth.tucker@cvesd.org

Contact Phone Number: (619) 216-1226
Fax Number: (619) 216-9226

Parents/guardians have the opportunity to volunteer in the classroom or at various offices on the school site. Parent/guardians are asked to sign in and wear a volunteer badge to identify them as volunteers. In addition, parents/guardians can run for positions on the School Site Council (S.S.C.) and the Parent Teacher Association (P.T.A). Other opportunities for participation include School Site Council (SSC), English Learner Advisory Committee (E.L.A.C.), Safety Committee, Coffee Chat with Veterans Leadership, Military Meet and Greet Meetings, Back to School Night, Fall Festival and by volunteering in classrooms.

Parent Participation

Research shows a high correlation between parent involvement and effective schools. We encourage parents to become actively involved in our school by inviting parents to volunteer in classrooms, participate in ELAC, GATE, and other after-school programs. We have Parent Information Nights to keep parents informed about assessment, curriculum and instruction and we provide parents with ways in which they can become partners with us in the education of their children. The PTA sponsors enrichment programs and provides materials for the benefit and welfare of our children and the community. Five parents took an active part in school planning by serving as members of the School Site Council. This included overseeing the budget, Safe School Plan and the School Plan for Student Achievement. In addition, parents at Veterans are provided the opportunity to participate in parent workshops sessions to learn how to support their children at home with reading, writing, and math. Additionally, we have monthly Coffee Chats with Veterans Leadership where the principal seeks input from parents regarding concerns on campus.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	855	840	129	15.4
Female	415	406	59	14.5
Male	440	434	70	16.1
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	2	0	0.0
Asian	43	43	1	2.3
Black or African American	58	57	6	10.5
Filipino	152	151	18	11.9
Hispanic or Latino	448	440	83	18.9
Native Hawaiian or Pacific Islander	3	3	3	100.0
Two or More Races	64	62	8	12.9
White	85	82	10	12.2
English Learners	166	166	32	19.3
Foster Youth	1	1	0	0.0
Homeless	8	8	5	62.5
Socioeconomically Disadvantaged	254	247	66	26.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	114	112	33	29.5

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.45	0.94	0.02	0.68	1.16	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.01	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.94	0
Female	0.24	0
Male	1.59	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	1.12	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	3.53	0
English Learners	1.2	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.18	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0.88	0

2023-24 School Safety Plan

The school safety plan is updated each year with input from parents, staff, Chula Vista Police Department, and Chula Vista Fire Department. The School Site Council approved the School Safety Plan in the fall of 2023. The Board of Education approval date for the CSSP is January 17, 2024. The disaster team is updated within the first month of every school year. Emergency drills are conducted on a regular basis. Fire drills are held on a monthly basis and earthquake drills every 3 months. This year, we continue to have a Veterans Safety and Emergency Preparedness Committee to collaborate with all stakeholders and continue to promote school safety. The Safety Patrol provides students and parents safe crossing at established areas around the school.

The goal of Veterans Elementary is to meet the academic, social and emotional needs of our students through a collaborative partnership with students, parents, staff and community. Students and staff must be equipped with the necessary training, tools and services in order to assure a safe, secure learning environment. Teachers are provided with and trained on updated procedures and/or policies that affect school safety. Uniform school rules and consistent discipline policies are established and posted throughout the school. Fire and disaster drills are conducted and staff is continually trained and updated regarding their responsibilities in case of an emergency. Adequate playground supervision is provided by classified supervisors and certificated staff. Veterans Safety Patrol members and the School Resource Officer are posted at the front of the school to assist children crossing the street and vehicles entering the upper parking lot. Clear plans and supervision are established for students who ride the bus, walk or are dropped off by parents. In the event of an emergency, Veterans has a comprehensive response plan in the Safe School Plan, which was updated and approved by School Site Council in the fall of 2023.

The Veterans staff believes in high expectations for all students, both academically and socially. Most teachers have received CLAD (Cognitive Language Acquisition Development) certification, G.L.A.D training, and have been trained in English Language Development Instruction and use this training to ensure Limited English Proficient students benefit equally from classroom instruction. This year, teachers will continue to expand their use of strategies to differentiate instruction based on data analysis. We will also continue to deconstruct standards and provide rigorous instruction. Instructional practices are

2023-24 School Safety Plan

monitored throughout the year. It is our belief that, when students feel successful about their education, they tend to make better choices about treating others in a respectful manner. All staff is in-serviced annually on Blood Borne Pathogens and sexual harassment and they receive written information regarding the definition of sexual harassment and procedures to be followed to register a complaint. Additionally, all staff will receive professional development and training on their roles and responsibilities in the event of an emergency or disaster. Additionally, all visitors/volunteers to the school campus sign in at the office using the new Raptor System to ensure student safety and accountability for adults on campus in case of an emergency.

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.

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	15	5	2	
1	17	5	1	
2	18	3	3	
3	18	5	2	
4	22	2	4	
5	22	1	5	
6	20	2	4	
Other	13	1		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	1	4	
1	19	2	4	
2	18	3	3	
3	15	7		
4	19	3	4	
5	25	1	4	
6	22	1	5	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	1	4	0
1	17	4	2	0
2	16	7	0	0
3	32	2	0	5
4	30	3	0	4
5	39	2	0	5
6	49	1	0	4
Other	0	0	0	0

2022-23 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	0

2022-23 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.6
Resource Specialist (non-teaching)	
Other	2.5

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher 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	13,520.39	4,961.40	8,558.99	92,040
District	N/A	N/A	8,864.49	\$87,887
Percent Difference - School Site and District	N/A	N/A	-3.5	7.4
State	N/A	N/A	\$7,607	\$89,574
Percent Difference - School Site and State	N/A	N/A	25.9	5.3

Fiscal Year 2022-23 Types of Services Funded

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

- Illuminate Data Management System
- Part Time Program Support Teachers for teacher collaboration. Visual art classes are provided to students every other week.
- Technical Computer Support
- Standards based supplemental materials
- After school programs
- NGSS materials
- Accelerated Reader
- Achieve 3000
- iReady Math

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$54,003	\$54,215
Mid-Range Teacher Salary	\$81,474	\$86,843
Highest Teacher Salary	\$108,524	\$111,440
Average Principal Salary (Elementary)	\$147,193	\$140,851
Average Principal Salary (Middle)	\$0	\$147,065
Average Principal Salary (High)	\$0	\$142,189
Superintendent Salary	\$270,400	\$252,466
Percent of Budget for Teacher Salaries	36.2%	33.16%
Percent of Budget for Administrative Salaries	4.69%	5.15%

Professional Development

Professional development is based on our school's data. The District provided Resource Teacher and the school's Instructional Leadership Team, site lead learners, are offered district professional development on our identified areas of need.

Each year, teachers engaged in Professional Development Cycles to monitor, measure and modify best teaching practices to support school goals. Based on school data, teachers receive training which is aligned to an area for growth. The District provided Resource Teacher and the school's ILT are offered district professional development aligned to the District's Instructional Focus. The plan for professional development includes on-site coaching by teachers, District provided Resource Teacher, and administration.

Each year, targeted professional improvement activities are provided for teachers, instructional aides, and other employees. All teachers at Veterans are highly qualified. Staff development topics arose from analyzing data and professional growth needs. Activities reflect the school's goals and objectives and are part of our School Plan for Student Achievement.

2022-2023

MTSS-SEL, PBIS, and RTI trainings

Achieve 3000

iReady Math Training

High Impact Language Strategies

Review of Teacher Clarity-Learning Intentions and Success Criteria

2023-2024

Previous professional learning will continue with the addition of NCUST Eight Best Practices facilitated by our Instructional Leadership Team (ILT).

The goal is to continue to build capacity and instructional leadership at the site for every teacher.

Principal and Associate Principal will participate in professional development to learn skills and strategies to build stronger leadership capacity at school through our Instructional Leadership Team and grade level collaboration.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement			