Palomar Elementary School
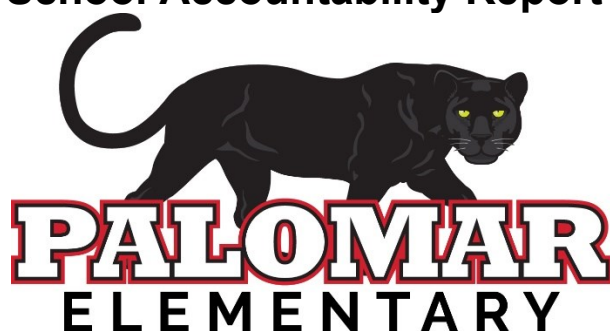## 2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

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

2021-22 School Contact Information

School Name	Palomar Elementary School
Street	300 East Palomar Street
City, State, Zip	Chula Vista, CA 91911
Phone Number	(619) 420-0134
Principal	Patricia Magana,Ed.D.
Email Address	patricia.magana@cvesd.org
School Website	http://bit.ly/ppanthers
County-District-School (CDS) Code	37-68023-6037972

2021-22 District Contact Information

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

2021-22 School Overview

Description
Palomar School is one of the schools in the Chula Vista Elementary School District, including charters. The school serves Kindergarten through sixth grade and special education students in Pre-K (SDC) through 6th grade. Our relatively small student population (304) gives our school a feeling of community.

Mission
Palomar School's mission is to provide:
- A safe and supportive environment that encourages consideration for others, self-discipline, and responsibility.
- An opportunity for each student to reach his or her own potential.
- A broad, basic curriculum with a variety of instructional methodologies.
- Parental and community involvement.

Palomar School's priorities were to:
- Improve staff, parent, and community communication
- Implement early intervention strategies that support all aspects of student success
- Strengthen the Language Arts program with an emphasis on reading, comprehension, vocabulary, spelling, grammar, and writing
- Develop grade-level expectations for mathematics, which reflect both computational skills and conceptual mathematical thinking and understanding.

Extended Learning Opportunities
Palomar provides a variety of programs that differentiate curriculum for the needs of all students.
Palomar School provides support for At-Risk and English Language (EL) learners.

Progress Indicators:
Palomar School uses a variety of assessments to monitor the progress of our students. The school's curriculum, instruction, and assessments are all standards-driven. Teacher-created, in-program, computer, and all other academic assessments are based on the standards and used to modify instruction. Each year the staff analyzes content clusters and skills in reading/language arts and math to identify weakest areas and meets with colleagues to modify instruction, focusing on areas of

2021-22 School Overview

need, improving these and other important skills for all students. Ongoing staff development is provided by district coaches in various content areas.

Student achievement assessment data is analyzed and used to guide instruction and determine the site's goals for this School Plan for student achievement.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	34
Grade 1	38
Grade 2	42
Grade 3	44
Grade 4	48
Grade 5	53
Grade 6	57
Total Enrollment	316

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.4
Male	51.6
Asian	0.6
Black or African American	1.9
Filipino	0.6
Hispanic or Latino	87
Two or More Races	1.6
White	7.3
English Learners	25.3
Foster Youth	2.2
Socioeconomically Disadvantaged	79.4
Students with Disabilities	23.4

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

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)	15.6	92.2	1227.0	88.7	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	5.1	0.4	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0	31.4	2.3	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0	14.0	1.0	12115.8	4.4
Unknown	1.3	7.8	106.0	7.7	18854.3	6.9
Total Teaching Positions	16.9	100.0	1383.7	100.0	274759.1	100.0

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

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

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

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

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

2020-21 Class Assignments

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

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

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

Students are provided with an adequate supply of Board-approved textbooks for all subject areas. The 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	December 2020

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	Go Math Houghton-Mifflin Mathematics K-6, English and Spanish. 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% |
| Visual and Performing Arts | Music and Art | | N/A |

School Facility Conditions and Planned Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Classroom space at Palomar Elementary School is adequate to support our school's current enrollment. The District maintains a planned program, which ensures routine maintenance functions are performed on a scheduled basis. Palomar custodial staff performs basic cleaning operations daily. Physical conditions that could lead to accidental harm (e.g. damaged fences or lights, broken glass) are corrected promptly.

The custodian is responsible for ongoing maintenance/inspection of school facilities. Concerns are reported to the principal and acted upon immediately.

All persons coming into the school area are required to check in through the office when there are checked in with the Raptor system. All volunteers and visitors are required to sign in and wear a badge acknowledging them as volunteers. All staff are requested to challenge unknown persons not wearing identification badges. All entrances to the school are locked after the start of the school day.

| Year and month of the most recent FIT report | 10/9/2020 |

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			A fire retardant company was enlisted to spray all fabric on classroom walls in the fall of 2020.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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	202	NT	NT	NT	NT
Female	99	NT	NT	NT	NT
Male	103	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	0	0	0	0	0
Hispanic or Latino	181	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	12	NT	NT	NT	NT
English Learners	54	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	166	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	47	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	202	NT	NT	NT	NT
Female	99	NT	NT	NT	NT
Male	103	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	0	0	0	0	0
Hispanic or Latino	181	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	12	NT	NT	NT	NT
English Learners	54	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	166	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	47	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	202	173	86	14	37
Female	98	87	89	11	39
Male	104	86	83	17	36
American Indian or Alaska Native	0	0	0	0	0
Asian	2	2	100	0	100

Black or African American	5	5	100	0	40
Filipino	0	0	0	0	0
Hispanic or Latino	181	154	85	15	35
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	2	2	100	0	0
White	12	10	83	17	58
English Learners	50	46	92	8	6
Foster Youth	5	4	80	20	0
Homeless	0	0	0	0	0
Military	6	4	67	33	67
Socioeconomically Disadvantaged	163	139	85	15	32
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	42	21	50	50	17

*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	202	172	85	15	15
Female	98	86	88	12	16
Male	104	86	83	17	13
American Indian or Alaska Native	0	0	0	0	0
Asian	2	2	100	0	100
Black or African American	5	5	100	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	181	154	85	15	13
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	2	2	100	0	50
White	12	9	75	25	25
English Learners	50	46	92	8	4
Foster Youth	5	4	80	20	0
Homeless	0	0	0	0	0
Military	6	4	67	33	17
Socioeconomically Disadvantaged	163	139	85	15	13
Students Receiving Migrant Education Services	0	0	0	0	0

Students with Disabilities	42	21	50	50	0

*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	55	NT	NT	NT	NT
Female	24	NT	NT	NT	NT
Male	31	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	0	0	0	0	0
Hispanic or Latino	47	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	16	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	48	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	NT	NT	NT	NT

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2020-21 California Physical Fitness Test Results

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

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

C. Engagement

State Priority: Parental Involvement

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

2021-22 Opportunities for Parental Involvement

Contact person: Principal Patricia Magana,Ed.D.
Contact Person Phone Number: (619) 420-0134

Research shows a high correlation between parent involvement and effective schools. We encourage parents to become actively involved in our school. Parents are also encouraged to become involved with the educational program by becoming members of the school's School Site Council, ELAC committees, and District Advisory Committee meetings. Monthly "Coffee with the Principal" (zoom) sessions are conducted and monthly topics are scheduled based upon data collected from parents who completed a Parent Needs Assessment.

At Palomar School, there are many opportunities for parents to become actively involved in student and school activities. Students and parents are also invited to family nights and participate in separate activities such as informational parent meetings and our annual variety show.

Parents and the community are encouraged to attend and participate in school-wide recognitions, celebrations, and family support services. These events include our school spirit week, monthly recognition assemblies, nutrition planning and education for families, and Olympic Sports Days. Palomar School administration, teachers, and staff continue to work with parents to ensure they have a place they feel welcome. We have collaborated with the Chula Vista Elementary Council of PTAs to re-establish a fully functional Parent Teacher Association on our campus.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	326	324	78	24.1
Female	158	157	31	19.7
Male	168	167	47	28.1
American Indian or Alaska Native	0	0	0	0.0
Asian	2	2	0	0.0
Black or African American	6	6	1	16.7
Filipino	2	2	0	0.0
Hispanic or Latino	284	282	73	25.9
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	5	5	1	20.0
White	24	24	3	12.5
English Learners	92	92	25	27.2
Foster Youth	8	8	3	37.5
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	261	260	69	26.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	80	80	27	33.8

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

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

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	2.99	0.00	0.79	0.02	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

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

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.67	0.56	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

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

2021-22 School Safety Plan

Student safety and well-being are promoted by activities including emergency and earthquake preparedness drills, bus evacuation drills, playground supervision, drug and alcohol abuse prevention programs, child abuse awareness, a School Safety Patrol, and a Peace Patrol. Palomar's Safe School Plan is available in our school office for all community members to read. Some key components and ongoing goals of that plan are:
Students will be taught techniques to deal with bullying and mutual respect
We have a school social worker to support our teachers, students, and families.
The unique talents and gifts of students and staff will be recognized, and efforts will be made to enable people to share those gifts and talents in school programs and committees.
Ongoing training will be provided to meet the changing needs of the student body e.g., training in conflict resolution, anger management, cultural awareness, alcohol, and other drug use prevention, and child abuse reporting requirements.
Child abuse reporting procedures training, Peace Patrol, At-risk Students, Red Ribbon Week, and Student Attendance Review Team (SART) meetings, will be ongoing.

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	16	3		
1	24		2	
2	21	1	1	
3	25		2	
4	18	2	1	
5	29		1	
6	23	1	2	

2019-20 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	10	4		
1	14	3		
2	16	1	2	
3	16	1	2	
4	14	2	2	
5	18	1	2	
6	19	1	1	
Other	5	1		

2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	11	3	1	
1	18	1	2	
2	11	4		
3	15	2	1	
4	16	2	1	
5	13	3	1	
6	19	2	1	

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	1
Social Worker	0.6
Nurse	0.5
Speech/Language/Hearing Specialist	1.6
Resource Specialist (non-teaching)	0
Other	1.5

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	16,808.41	7,668.55	9,139.86	84,593
District	N/A	N/A	190,145,679	$82,315
Percent Difference - School Site and District	N/A	N/A	-200.0	2.7
State			$8,444	$85,863
Percent Difference - School Site and State	N/A	N/A	7.9	-1.5

2020-21 Types of Services Funded

Title I funds are used to allow release time for teachers to collaborate to look at student work and for professional development as well as provide for an Impact Teacher, 4 Instructional Assistances, and a School Social Worker.
Services provided enable under-performing students to meet standards:
Individual improvement plans have been developed for each student in language arts and mathematics. In addition to differentiated instruction, in-class flexible group support is provided daily by our push-in program, and at-risk students needing more intensive intervention are served by our daily small-group pull-out program, to support identified needs. Palomar also provides the community with a structured before- and after-school care program, STRETCH Powered by the YMCA, to students.

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

Staff development has been provided in Language Arts, working with English Language Learners, the School Improvement process, as well as how to best meet the needs of students with special needs. We will continue to provide professional development in the following areas:

School Focus: Math Instruction
Emphasis: English Language Learner support
Areas of professional development:
- small group instruction
- 2021-22 CART collaboration time to develop common lessons focused on common core state standards
- Content objectives stated for all areas
- Language objectives stated for English Learner support
- Planned collaboration activities
- Designated ELD instruction (30 minutes K-3, 45 minutes 4-6)
- Frequent monitoring of student achievement by examining data/planning interventions

Additional professional development cycles for the Instructional Leadership Team have been conducted within the CVESD cohort model. Topics of study include leadership development, high-impact instructional strategies, and an in-depth study of the California English Language Development standards with a specialized concentration on Collaborative Conversations and keeping student thinking of the forefront of all instructional practices.

Teachers have also received training on Youth Mental Health First Aid, Restorative Practices, Positive Based Interventions and Supports, and Welcoming Schools protocols. ILT members are currently working on a plan to return to school when it is safe to do so (Hybrid).

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

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

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

Local Accountability Report Card (LARC) Addendum

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

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

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

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

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

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

2021-22 District Contact Information

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

2020-21 CAASPP Test Results in ELA by Student Group

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

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

2020-21 CAASPP Test Results in Math by Student Group

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

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

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

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

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

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

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

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

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

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

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

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