Otay 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. |
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| **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	Otay Elementary School
Street	1651 Albany Avenue
City, State, Zip	Chula Vista, CA 91911
Phone Number	(619) 425-4311
Principal	Veronica Delgado
Email Address	veronica.delgado@cvesd.org
School Website	www.otayelementary.com
County-District-School (CDS) Code	37-68023-6095038

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
Otay School is one of 49 elementary schools in the Chula Vista Elementary School District.

With a foundation of Social and Emotional Learning, the instructional focus is building literacy across content areas, fostering a love of reading, and supporting our English Learners with high impact language strategies. Otay teachers collaborate biweekly while students attend specialty classes in the Visual and Performing Arts (VAPA). Every other week, all students receive 2 hours of Art, Music and PE/Dance instruction. To further support students' emotional needs we have a full time Counselor who collaborates with teachers to meet with students and teachers. We also foster wellness and nutrition through the Sage Garden Project, a grant that provides Otay with a part time nutritionist and chef that teaches students in the garden and nutrition lab.

School Mission:
The Otay School community is committed to providing a safe, nurturing environment that creates high achieving, innovative thinkers who realize their potential and become self-confident, life-long learners. The Otay School community provides opportunities for all students and their families to take responsibility for learning and an active role in their education. We are devoted to the success of all.

School Vision:
An education at Otay Elementary builds students' character and empowers them to make a positive contribution to society.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	40
Grade 1	69
Grade 2	74
Grade 3	71
Grade 4	67
Grade 5	82
Grade 6	66
Total Enrollment	469

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.3
Male	50.7
American Indian or Alaska Native	0.6
Asian	0.9
Black or African American	1.3
Filipino	2.8
Hispanic or Latino	88.1
Two or More Races	1.5
White	4.5
English Learners	48.4
Foster Youth	0.2
Homeless	0.9
Socioeconomically Disadvantaged	84.4
Students with Disabilities	13

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)	20.3	91.1	1227.0	88.7	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	5.1	0.4	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.0	8.9	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	0.0	0.0	106.0	7.7	18854.3	6.9
Total Teaching Positions	22.3	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	2.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	2.0

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	June 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advanced English Language Arts Adopted in 2017-18	Yes	0%
Mathematics	Go Math Adopted 20-15-16	Yes	0%
Science	Houghton-Mifflin Science series for Kindergarten to Sixth Grade English and Spanish. Adopted Spring 2008.	Yes	0%

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

School Facility Conditions and Planned Improvements

During the summer of 2008, 3 new classrooms were added to accommodate upper-grade class size reduction for the 2008-09 school year. Classroom space at Otay 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. Two custodial staff performs basic cleaning operations daily.

| Year and month of the most recent FIT report | 11/10/2021 |

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		CR 201: spots on carpet CR 202: stain on ceiling CR 203: loose sink door CR 204: stain on ceiling, 303: IT box falling out CR 304: tackboard hole CR 305: carpet stains CR 402: loose electrical plate under desk, hole in coverbase, CR 403: glue residue, ink stains CR 404: stained carpet, CR 405: carpets stained, sink needs cleaning CR 406: sink doors dragging, holes on tackboard by door CR 502: carpet stains, hole/writing on tackboard, stained ceiling tile CR 503: spot on carpet, holes in tackboard, missing projector CR 603: spot and hole on ceiling tile CR 604: missing projector, stained carpet, damage ceiling tile CR 605: stained carpet, dusting CR 606: tile needs cleaning CR 701: remove screws and caulk holes, water damage on window sill CR 702: water damage on sink doors, formica peeling CR 703: water damage on sink doors, formica missing, loose data port cover Kitchen: tile floor cracking, Multiple purpose: lifting/cracking floor tile,

School Facility Conditions and Planned Improvements

				Work room: Ceiling tile stain over mail boxes Custodian 300: dirty Health Office, Men's and Women's Restroom: Floor cleaning and sealing recommended
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			400 custodian: Needs cleaning Stretch office: Needs decluttering, cleaning, needs carpet steaming
Electrical	X			CR 401- outlet and data port out of rail Otay Annex- burned lightbulbs Main room: need 36" clearance (obstructed by storage)
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			All Boys, Girls, Men's and Women's Restrooms: Floor cleaning and sealing recommended 600 Girls: Vents dirty, door mechanism leaking and cover missing 600 Staff: Fan buzzing, cracked tile Annex women's: Caulking Boy's: Urinals covered with plastic Ext north girls: loose toilet seat cover Ext north boys: caulking needed Ext south boys: broken soap dispenser Ext south girls: sink needs caulking
Safety: Fire Safety, Hazardous Materials	X			Custodial Office: Paint Cans 203- regular extension cord 204- aromatherapy diffuser, appliances in use, need 36" clearance around panel/extinguisher 300 storage- helium tank 300 tech- blocked exit pad, fire extinguisher not hung 301- Christmas lights, Need fire retardant tags 304- household wipes/spray 401- household wipes/spray 402- regular extension cord, aromatherapy diffuser in use 404- household wipes/spray, appliances in use 405- Christmas lights 406- aromatherapy diffuser 500- aromatherapy diffuser, plug in, untreated fabric, home furniture 501- untreated fabric, appliances in use, home furniture

School Facility Conditions and Planned Improvements

			601- aromatherapy diffuser, need 36" clearance around panel/extinguisher, appliances in use 602- regular extension cord 606- need 36" clearance around panel/extinguisher 701- need 36" clearance around panel/extinguisher
Structural: Structural Damage, Roofs	X		CR 504- cracked ceiling tile, drill holes near fire extinguisher needs caulking
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		Playground: playtoy - slide drops more than 12",spiders/spider webs

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	298	NT	NT	NT	NT
Female	145	NT	NT	NT	NT
Male	153	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	269	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	11	NT	NT	NT	NT
English Learners	142	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	268	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	40	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	298	NT	NT	NT	NT
Female	145	NT	NT	NT	NT
Male	153	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	269	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	11	NT	NT	NT	NT
English Learners	142	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	268	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	40	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	286	278	97	3	33
Female	144	139	97	3	28
Male	142	139	98	2	37
American Indian or Alaska Native	1	1	100	0	0
Asian	7	7	100	0	57

Black or African American	4	4	100	0	50
Filipino	0	0	0	0	0
Hispanic or Latino	257	250	97	3	32
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	6	6	100	0	50
White	11	10	91	9	18
English Learners	149	145	97	3	15
Foster Youth	1	1	100	0	0
Homeless	2	2	100	0	50
Military	7	7	100	0	57
Socioeconomically Disadvantaged	256	249	97	3	32
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	37	34	92	8	11

*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	286	276	97	3	14
Female	144	136	94	6	11
Male	142	140	99	1	17
American Indian or Alaska Native	1	1	100	0	0
Asian	7	7	100	0	43
Black or African American	4	4	100	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	257	248	96	4	14
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	6	6	100	0	17
White	11	10	91	9	0
English Learners	149	142	95	5	7
Foster Youth	1	1	100	0	0
Homeless	2	2	100	0	0
Military	7	7	100	0	0
Socioeconomically Disadvantaged	256	247	96	4	14
Students Receiving Migrant Education Services	0	0	0	0	0

Students with Disabilities	37	35	95	5	5

*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	85	NT	NT	NT	NT
Female	43	NT	NT	NT	NT
Male	42	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	78	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	30	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	74	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2020-21 California Physical Fitness Test Results

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

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

C. Engagement

State Priority: Parental Involvement

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

2021-22 Opportunities for Parental Involvement

Contact person: Principal Veronica Delgado
Contact Person Phone Number: 619-425-4311

Research shows a high correlation between parent involvement and effective schools. We welcome and encourage parents and grandparents to visit, volunteer and become active in our school.

While visitors and volunteers are currently limited on campus due to the Covid 19 pandemic, we believe that parents and members of the community are an integral part of our school success. We strive to reestablish our Parent Volunteer Center Monday through Friday from 8:00 a.m. to 2:00 p.m. as soon as it is allowed. The Center provides a unique way for parents to help meet the needs of our students and school. Otay parents also serve as members of the School Site Council, ELAC, DAC/DELAC, PTO, as members of IEP teams, and in our Positive Behavior Committee. Parents and community members worked collaboratively with Otay staff to create a Vision and Mission Statement. They are an integral part in planning school activities.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	506	497	126	25.4
Female	245	243	62	25.5
Male	261	254	64	25.2
American Indian or Alaska Native	3	3	1	33.3
Asian	6	6	1	16.7
Black or African American	6	6	1	16.7
Filipino	13	13	1	7.7
Hispanic or Latino	447	438	113	25.8
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	7	7	0	0.0
White	21	21	7	33.3
English Learners	269	264	82	31.1
Foster Youth	1	1	1	100.0
Homeless	6	6	4	66.7
Socioeconomically Disadvantaged	432	423	116	27.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	73	70	24	34.3

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	0.97	0.00	0.79	0.02	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

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

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.50	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 is promoted by activities including emergency and earthquake preparedness drills, bus evacuation drills, playground supervision, Social and Emotional Learning, Safe School Ambassador program, Safety Patrol, drug and alcohol abuse prevention education programs, child abuse awareness, and bullying prevention. The School Site Council approved the School Safety Plan, with modifications, on October 26 , 2021.

Students are supervised before school and during lunch recess by yard supervisors. The traffic patterns are monitored by the administration, parent volunteers, and assisted by the Chula Vista Police Department. During the school day, the school perimeter is secured so that all visitors must enter and egress through the main office. Gates open at 7:15 am, relocked by 8:00 am and unlocked for dismissal at 2:20 pm. Otay uses the Raptor visitor management system to check-in all visitors to our campus, and visitors must wear a badge that identifies them for the duration of their visit.

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	21	1	3	
1	23		4	
2	22	1	2	
3	19	2	3	
4	26		3	
5	30		3	
6	25		3	

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	14	5		
1	20	4		
2	15	5		
3	25		3	
4	22	1	3	
5	24		3	
6	29		3	

2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	2		
1	23		3	
2	19	3	1	
3	14	4	1	
4	22	1	2	
5	16	3	2	
6	44	1		2

2020-21 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	781.7

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)	0.6
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0.4
Speech/Language/Hearing Specialist	0.4
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	13,010.82	4,439.03	8,571.79	77,130
District	N/A	N/A	190,145,679	$82,315
Percent Difference - School Site and District	N/A	N/A	-200.0	-6.5
State			$8,444	$85,863
Percent Difference - School Site and State	N/A	N/A	1.5	-10.7

2020-21 Types of Services Funded

The site supports a Full Time day Counselor to provide Social Emotional and Counseling Support to students.
In the Visual and Performing Arts, Otay has 1 full time Music teacher, a half time Art Teacher and and a half time Dance Teacher. This gives teachers a biweekly opportunity to collaborate, ensures students receive biweekly arts enrichment, and allows us to provide in class and pull out support for students who are having any problems that are impeding academic, social, or emotional progress.

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

Various targeted professional improvement activities have been provided for teachers, custodians, secretaries, and other employees. Activities reflect the school's goals and objectives and are part of our School Single Site Plan. Staff development topics over the last 3 years include but is not limited to:
Professional Development on CCSS in ELA, Math, and Writing
Balanced Literacy
Small group instruction, focus on Guided Reading
Close Reading with annotation
Accountable Talk with Text Dependent Questions
GLAD strategies
Reading Comprehension
Teachers have also engaged in professional development facilitated by District Staff
Gradual Release of Responsibility- The Focus Lesson, Guided Instruction, and Collaborative Group Work
Designated ELD
3-reads Math strategy
Conceptual Math and Algebraic thinking
Writers' Workshop
Collaborative Conversations and discussions

Social & Emotional topics
MTSS (Multi Tiered Systems of Support)
Positive Behavior Intervention Strategies (PBIS)
Morning Meeting strategies
Learning and the brain
Mindfulness
Restorative Practice
Trauma-informed practices
Classroom management
Social Justice, equity and anti-racist education

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
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.