Chula Vista Hills Elementary School

980 Buena Vista Way • Chula Vista, CA 91910-7133 • (619) 482-7066 • Grades K-6
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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Chula Vista Elementary School District
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Description

Chula Vista Hills is one of 49 schools in the Chula Vista Elementary School District, including five dependent and three independent charter schools. Chula Vista Hills was dedicated on February 16, 1989. The school lies west of Southwestern College on a 10-acre site adjoining two Chula Vista parks. A well-lit parking area and landscaped grounds greet visitors, staff, and students. Each of five buildings has four classrooms, a central workroom, and four offices. Five portables house four classrooms and a YMCA daycare program.

Our Vision at CV Hills:

We will empower students to be critical thinkers and effective communicators in order to reach their highest potential. We will do this by providing a rigorous, relevant, and innovative learning environment that challenges all students to achieve academic success and express themselves creatively.

At Chula Vista Hills, we SPRINT to success by teaching and exemplifying our core values in all we do. We are Safe, Positive, Respectful, Innovative, Nurturing, Thinkers!

School Focus

At CV Hills we are focused on using the workshop model to instill a love of reading and writing in our students. Teachers regularly use thinking routines to engage students in critical thinking and collaborative conversations. This year, our instructional focus has been: Collaborative conversations to deepen learning. We are focused on creating opportunities for our students to engage in content-rich conversations and discussions to enhance their learning and growth.

About the SARC

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, 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 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	98
Grade 1	71
Grade 2	63
Grade 3	79
Grade 4	68
Grade 5	74
Grade 6	77
Total Enrollment	530

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3.4
American Indian or Alaska Native	0.4
Asian	2.8
Filipino	7.2
Hispanic or Latino	65.8
Native Hawaiian or Pacific Islander	0.6
White	14
Two or More Races	5.7
Socioeconomically Disadvantaged	38.9
English Learners	24.2
Students with Disabilities	12.6

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials for Chula Vista Hills	17-18	18-19	19-20
With Full Credential	25	25	25
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence			

Teacher Credentials for Chula Vista Elementary	17-18	18-19	19-20
With Full Credential	♦	♦	1261
Without Full Credential	♦	♦	3
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Chula Vista Hills Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners			
Total Teacher Misassignments*			
Vacant Teacher Positions			

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

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.

Textbooks and Instructional Materials

Year and month in which data were collected: August 2017

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Advance Reading K-6 and Benchmark Advance Lectura K-6 Spanish. Adopted in 2017-2018. **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Mathematics	Mc Graw Hill Mathematics K-6, English and Spanish. Adopted in 2001-02. Engage NY Student Workbooks and Teacher Editions **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science	Houghton-Mifflin Science series for Kindergarten to Sixth Grade English and Spanish. Adopted Spring 2008. **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish). Adopted Spring 2007. **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%

School Facility Conditions and Planned Improvements (Most Recent Year)
Classroom space at Chula Vista Hills 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. The custodial staff performs basic cleaning operations daily.

Six-foot wrought iron fencing secures the entire perimeter of the school.

Extensive discussion and thought has gone into creating safe and efficient traffic flow during ingress and egress. This year we will be working with the Safe Routes organization to bring members of the community into the discussion to develop ways to make before and after school more safe.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/5/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	200 Work Room: Sink has no hot water and is dirty 300 Work Room: Sink missing handles; ceiling tile dirty; cabinets not secure to wall 304 Office: Stain on ceiling tile; messy room CR 202: Computer plug missing; vents dirty CR 203: Cabinet black strip loose; cobwebs on ceiling corner; vents dirty; entrance door doesn't shut properly CR 204: Lysol spray bottle under sink; sink door loose black molding; door entrance scratched; bookcase not secured to wall CR 301: Top vents dirty CR 302: Entrance rug stains CR 501: Rug stains; bookcase not secure to wall; ceiling tile cracked; black strip bottom loose CR 502: Dirty AC vents; bookcase not secure to wall CR 503: Sink low pressure; 2 lights out CR 504: 2 lights out; missing blinds; hole on window (bb gun hole); door doesn't shut properly; weather stripping is ripped on door Library Mens RR: Door vent rusty and dirty: middle stall toilet seat is loose; stained door Library Office: Ceiling tile cracked; dusty window seals; hot water not working; library office clutter; library door won't shut properly Library Women's RR: Door vent little dirty

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	CR 303: 2 stained ceiling tile; transition piece carpet to floor loose - work order was submitted CR 702: 4 stained ceiling tiles; stained AC vents; cabinet doors under sink loose; window seals dusty CR 703: 2 stained ceiling tiles; stained AC vents; spider webs around window seals; front door won't shut on its own Library: Vents dirty; stain on ceiling tile; carpet stains
Electrical: Electrical	Good	201 Office: 1 light out 202 Office: 1 light off 301 office: Light out 500 External Custodian: Light out; covers loose CR 202: Computer plug missing; vents dirty CR 402: Ceiling tiles stained; window seals dirty; socket face plate broken, AC vents dirty CR 503: Sink low pressure; 2 lights out CR 504: 2 lights out; missing blinds; hole on window (bb gun hole); door doesn't shut properly; weather stripping is ripped on door CR 602: Broken pencil sharpener; drinking fountain knob comes off; dirty window seal; stained AC vents Multiple Purpose: one lamp out; metal door strip is bent; tack board is dirty; wather strip is pealing
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	705 YMCA: Electric outlet cover missing; stained carpet, spider webs on window seals, back door not shutting CR 304: Entrance door doesn't close properly; 1 light off; black plastic trimming loose CR 604: 1 light out; stained AC vents; dirty window seals Library Boys RR: #1 stall flush handle leaks #2 stall toilet seat loose. Library Girls RR: #3 stall toilet seat loose.
Safety: Fire Safety, Hazardous Materials	Good	CR 204: Lysol spray bottle under sink; sink door loose black molding; door entrance scratched; bookcase not secured to wall CR 701: unmarked spray bottle; 1 light out; dirty window seal; cabinet door under sink loose; stained ceiling tile; door won't shut Stage Storage: Hand rail loose; dirty walls
Structural: Structural Damage, Roofs	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	300 Electrical (external Main Electrical): Threshold loose, no screws
Overall Rating	**Good**	Met with principal who spoke with custodian. Job orders were placed.

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, which 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); and

- 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

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	68	63	65	64	50	50
Math	61	56	51	51	38	39

Note: 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.

Note: 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.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	16.2	27.0	27.0

Note: 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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	306	294	96.08	63.27
Male	166	160	96.39	61.88
Female	140	134	95.71	64.93
Black or African American	12	12	100.00	66.67
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	16	15	93.75	93.33
Hispanic or Latino	201	193	96.02	60.10
Native Hawaiian or Pacific Islander	--	--	--	--
White	45	43	95.56	65.12
Two or More Races	20	19	95.00	57.89
Socioeconomically Disadvantaged	146	137	93.84	53.28
English Learners	96	91	94.79	53.85
Students with Disabilities	61	54	88.52	42.59

Note: 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.

Note: 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.

Note: 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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	306	296	96.73	56.08
Male	166	160	96.39	62.50
Female	140	136	97.14	48.53
Black or African American	12	12	100.00	50.00
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	16	15	93.75	86.67
Hispanic or Latino	201	195	97.01	51.28
Native Hawaiian or Pacific Islander	--	--	--	--
White	45	43	95.56	62.79
Two or More Races	20	19	95.00	63.16
Socioeconomically Disadvantaged	146	139	95.21	43.88
English Learners	96	94	97.92	44.68
Students with Disabilities	61	53	86.89	50.94

Note: 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.

Note: 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.

Note: 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.

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)
Contact person: Principal Vanessa Lerma
Contact Person Phone Number (619) 482-7066

Parent involvement and participation are vital to student success. Chula Vista Hills' parents participate through School Site Council (SSC), the English Language Advisory Committee (ELAC), and the Parent Teacher Association (PTA). Parents are invited to participate in classroom activities, field trips, programs, and assemblies. Regular volunteers, including parents, grandparents, and students from Bonita Vista High School provide one-on-one and small group tutoring, especially in reading.

Teachers maintain ongoing communication with parents through weekly letters, progress reports, phone calls, and conferences. School events are published in the weekly FYI, principal's weekly parent email, on the school marquee, and on the updated school website.

The YMCA provides on-site before and after school child care, and the Dynamic After School Hours (DASH) program, which is very well attended.

We welcome volunteers and are continually seeking educational partnerships with businesses and organizations in our community. Please call 619-482-7066 if you wish to become involved in school activities. Spanish translation is available.

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.

School Safety Plan

Chula Vista Hills provides students and staff with a safe, orderly learning environment. High behavioral expectations are clearly stated and understood by students, staff members, and parents through our Cheetah SPRINT core values: Safe, Positive, Respectful, Innovative, Nurturing, Thinkers. These values are explicitly taught and modeled to our students. CV Hills has established a PBIS committee to ensure that we are proactive in our approach to student behavior. We are also committed to meeting the social emotional needs of our students and ensuring that our students are safe and supported.

Six-foot wrought iron fencing secures the entire perimeter of the school. Visitors must enter and exit through the main office. We employ to use of the Raptor Visitor Management System to check-in and monitor all visitors to campus. This system checks visitors against Megan's Law and other states' databases, helping deter adults with criminal backgrounds from accessing our campus. Student safety and well-being is promoted through emergency and earthquake preparedness drills, bus evacuation drills, drug and gang prevention programs, child abuse awareness, Peace Patrol, Safety Patrol, and supportive playground supervision. We have engaged in an extensive training in order to make sure that all school personnel are able to respond in the event of a true disaster or emergency. The School Site Council approved the School Safety Plan in September 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.0	1.5	0.5
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	0.6	0.7	0.8
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.6
Social Worker	
Nurse	.4
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0
Other	3.5

* 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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	22	2	3		23		5		20	4	1	
1	24		3		22	1	2		24		3	
2	23		3		20	1	3		21	1	2	
3	24		3		21		3		20	1	3	
4	25		3		25		3		23		3	
5	28		3		25		3		25		3	
6	25		3		30		3		26		3	
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

In the last few years, CV Hills teachers have received professional development around Lucy Calkins' Reading and Writing Units of Study. Several teachers have attended week-long professional learning at Columbia University to enhance their knowledge of the program and bring back learning to our staff. Our staff has participated in professional learning in a variety of ways which include: during staff meetings on Fridays; during teacher collaboration time (PLCs); attending trainings at Teacher's College in Columbia University; attending regional workshops and trainings; and through on-site coaching and professional development provided by our school Resource Teacher.

Over the last two years, teachers have also received professional learning in the area of mathematics through the support of our District Math Coordinator as well as through collaboration with our cohort schools. Our math learning has been focused on the following math discourse strategies: Three Reads, Professional Noticings, Compare and Connect, and Why/Justify.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$50,150	$45,741
Mid-Range Teacher Salary	$75,662	$81,840
Highest Teacher Salary	$100,783	$102,065
Average Principal Salary (ES)	$134,097	$129,221
Average Principal Salary (MS)	$0	$132,874
Average Principal Salary (HS)	$0	$128,660
Superintendent Salary	$299,627	$224,581

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	37%	36%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$9,704.48	$2,191.96	$7,512.53	$79,900.00
District	N/A	N/A	$166,094,33	$78,751.00
State	N/A	N/A	$7,506.64	$82,663.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-200.0	3.2
School Site/ State	-42.3	-1.3

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

Students in grades kindergarten through six are placed in flexible, performance-based groups for mathematics instruction. We also operate Reading and Writing Workshop in grades K-6 which involves individual and small group instruction and support for students. Designated ELD is integrated in Reading and Workshop time and is a part of small group instruction in math. Students receive additional intervention/enrichment opportunities including:

- Imagine Learning - A computer-based interactive program to teach and reinforce English as a Second Language.
- Parent Reading Groups/SIPPS
- Cross-age tutoring
- Achieve 3000 Reading Comprehension and Writing software targets students at their reading level. .
- GATE Extended Day and Enrichment classes/events
- Reset and Recovery Room - Socio-Emotional Support
- VAPA Teachers for Music, Art, PE, and Technology for all students

Categorical funds are used to provide these opportunities to our students.

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).

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.