Hazel Goes Cook Elementary School

875 Cuyamaca Ave • Chula Vista, CA 91911 • (619) 422-8381 • 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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Superintendent

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Oscar Esquivel
Deputy Superintendent, Business Services and Support

Matthew Tessier, Ed.D.
Assistant Superintendent, Innovation and Instruction Services and Support

School Description
Hazel Goes Cook School is one of 49 schools in the Chula Vista Elementary School District, including charter schools. The school was built in 1955 and underwent extensive renovation in 1999. The campus includes five classroom wings, a library, a multipurpose room, a computer lab, and a portable that houses the YMCA.

Mission
Hazel Goes Cook School's mission is to empower students to become responsible global citizens and lifelong learners. We are committed to fostering students to become inquiring, knowledgeable, and caring participants in a diverse, multicultural, democratic society through quality education and high expectations. Our students will be prepared with the knowledge and compassion to equip them with the expertise to be globally active leaders of the 21st century.

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	50
Grade 1	50
Grade 2	51
Grade 3	58
Grade 4	45
Grade 5	49
Grade 6	51
Total Enrollment	354

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3.4
Asian	1.7
Filipino	0.6
Hispanic or Latino	83.6
White	9
Two or More Races	1.7
Socioeconomically Disadvantaged	83.9
English Learners	35.6
Students with Disabilities	13
Homeless	0.6

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 Hazel Goes Cook	17-18	18-19	19-20
With Full Credential	14	16	16
Without Full Credential	1	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 Hazel Goes Cook 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 Reading. Adopted in 2017-18. **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Mathematics	Go Math **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 Hazel Goes Cook 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. Cook custodial staff performs basic cleaning operations daily. Supervision is provided before and after school to ensure the safety of all students. There is sufficient classroom, playground and staff spaces to support teaching and learning.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 5/14/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Lounge: 1 stained, 1 broken ceiling tile, wall plate missing under the sink. Office: Ceiling tile out by window.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	KCR 702: (7) Light inop R / R hallway (9) drinking fountain need adjusting for low pressure. Library: (7) Bulbs out library office, (15) Yellowing window tint Stage: closet light out, damage to east lower wall
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	CR 602: (9) drinking fountain stays on CR 603: (9) drinking fountain needs more pressure KCR 701: (8) restroom blocked by table. KCR 702: (7) Light inop R / R hallway (9) drinking fountain need adjusting for low pressure. Kitchen: Entrance to kitchen door frame has paint peeling, R/R sink is dirty, office sink is stained. Lounge: 1 stained, 1 broken ceiling tile, wall plate missing under the sink.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Kitchen: Entrance to kitchen door frame has paint peeling, R/R sink is dirty, office sink is stained. Stage: closet light out, damage to east lower wall
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Kitchen: Entrance to kitchen door frame has paint peeling, R/R sink is dirty, office sink is stained. Library: (7) Bulbs out library office, (15) Yellowing window tint
Overall Rating	**Good**	Met with Principal, who spoke to custodial staff regarding cleanliness and simple repair issues and work orders submitted for maintenance and repairs

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	65	58	65	64	50	50
Math	46	42	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	12.0	30.0	6.0

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	208	206	99.04	57.56
Male	106	105	99.06	53.85
Female	102	101	99.02	61.39
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	172	171	99.42	57.65
White	20	19	95.00	57.89
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	178	176	98.88	54.86
English Learners	89	88	98.88	43.18
Students with Disabilities	37	36	97.30	25.00
Homeless	--	--	--	--

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	209	208	99.52	41.83
Male	106	105	99.06	44.76
Female	103	103	100.00	38.83
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	173	173	100.00	39.88
White	20	19	95.00	47.37
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	179	178	99.44	38.76
English Learners	89	89	100.00	28.09
Students with Disabilities	38	37	97.37	16.22
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 Gabriela Llamas
Contact Phone Number: 619-422-8381

Research shows a high correlation between parent involvement and effective schools. We encourage parents to visit and become active in our school. We work closely with our community and when concerns arise we work with our parents and students to find a solution. Cook School has a Parent-Teacher Association (PTA). It sponsors numerous projects for the benefit and welfare of our children. Some of the events sponsored by our PTA include a Welcome Back Picnic, Spelling Bee, book fairs, fundraisers, Fall Festival, and Family Dance to name a few . Many parents and members of the community have the opportunity to volunteer in our classrooms and/or help with special events. The Cook ELAC Committee works with staff to provide an effective English Language Development Program for our English Language Learners. The ELAC Committee also monitors school attendance. Additional leadership opportunities for parents include SSC and MTSS committees.

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
Student safety and well-being is promoted by activities, including emergency and earthquake preparedness drills, bus evacuation drills, playground supervision, drug and alcohol abuse prevention education programs, child abuse awareness, PYP Attitudes, Peace Patrol and School Safety Patrol. Supervision is provided before and after school to provide safe ingress and egress of students, which includes playground supervision beginning at 7:45 AM each morning. The School Site Council approved the School Safety Plan on September 20, 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	2.0	0.3	1.6
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	1.7
Social Worker	
Nurse	.6
Speech/Language/Hearing Specialist	2.0
Resource Specialist (non-teaching)	1.0
Other	1.5

* 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		23		2		25		2	
1	25		2		26		2		21	1	1	
2	19	2			24		2		19	2	1	
3	21		2		21	1	1		25		2	
4	24		2		23		2		27		2	
5	24		2		27		2		25		2	
6	28		2		24		2		26		2	
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			

Each year, targeted professional improvement activities are provided for teachers, instructional aides, and other employees. Activities reflect the school's goals and objectives and are part of our School Single Site Plan.

Staff development topics planned for 2019-20 will focus on Equity based practices:1) Primary Year Program (International Baccalaureate Program 2) Mathematics Lesson Study and Mathematic Language Routines 3) Social Emotional Learning. The Instructional Leadership Team helps drive the instructional focus and professional development to continue supporting our ongoing work to improve student achievement at Cook Elementary School. The team is made up of classroom teachers representing each of the grade levels. The ILT meets every other Monday after school, and also meets for all day meetings throughout the school year.

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	$11,189.10	$3,214.02	$7,975.07	$76,761.00
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	6.2
School Site/ State	19.3	-2.1

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
Supplemental educational services are provided at Cook School to support and assist students in a variety of ways. Two instructional aides provide intervention services in reading for students in first through third. A part time library clerk is employed to assist teachers and students in finding resources to support and encourage reading in school and at home. An instructional aide is employed to provide instructional support for English Language Learners, and complete mandated testing. Supplemental Programs such as Smarty Ants, Achieve and Levered Math are funded to provide reading comprehension support and nurture students' love of reading. Funds are provided to augment and support ELD instruction for all grade levels, and books for the school library and the book room. Instructional materials are purchased to support classroom instruction.

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.