Chula Vista Hills Elementary School
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

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

2022-23 School Contact Information

School Name	Chula Vista Hills Elementary School
Street	980 Buena Vista Way
City, State, Zip	Chula Vista, CA 91910-7133
Phone Number	(619) 482-7066
Principal	Aaron Magnan
Email Address	aaron.magnan@cvesd.org
School Website	
County-District-School (CDS) Code	37-68023-6107775

2022-23 District Contact Information

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

2022-23 School Overview

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: Increasing academic language skills for English learners and shoring up learning loss in literacy as well as supporting students in managing stress. We are focused on creating opportunities for our students to engage in content-rich conversations and discussions to enhance their learning and growth. We have also focused extensively on the social and emotional well-being of our students through consistent SEL instruction using the Sanford Harmony SEL curriculum as well as the implementation of MTSS (multi-tiered systems of support).

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	112
Grade 1	56
Grade 2	59
Grade 3	60
Grade 4	66
Grade 5	71
Grade 6	70
Total Enrollment	494

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.8
Male	50.2
American Indian or Alaska Native	0.0
Asian	3.2
Black or African American	2.8
Filipino	6.1
Hispanic or Latino	68.6
Native Hawaiian or Pacific Islander	0.4
Two or More Races	7.9
White	10.5
English Learners	16.0
Foster Youth	0.2
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	34.6
Students with Disabilities	13.8

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.00	98.42	1227.00	88.68	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	5.10	0.37	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.30	1.58	31.40	2.27	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	14.00	1.01	12115.80	4.41
Unknown	0.00	0.00	106.00	7.66	18854.30	6.86
Total Teaching Positions	23.30	100.00	1383.70	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.30	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.30	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 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	August 2017

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance Reading K-6 and Benchmark Advance Lectura K-6 Spanish. Adopted in 2017-2018.	Yes	0%
Mathematics	Mc Graw Hill Mathematics K-6, English and Spanish. Adopted in 2001-02. Engage NY Student Workbooks and Teacher Editions	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%

Foreign Language	N/A			N/A
Health	N/A			N/A
Visual and Performing Arts	N/A			N/A
Science Laboratory Equipment (grades 9-12)	N/A			N/A

School Facility Conditions and Planned Improvements

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.

Year and month of the most recent FIT report	8/25/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			: CR 601: Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. (fire code CFC 604.1.1) * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, plug-in's, diffusers, etc // *** Lamp heating thermostat - damaging sensors and over working the unit. - please remove lamp from wall Multiple Purpose: Missing vent/ register // stained tiles // upper windows with cobwebs
Interior: Interior Surfaces		X		304 Office: Stain on ceiling tile 705 YMCA: Cove base is detached by the white board // Stained ceiling tiles // Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. (fire code CFC 604.1.1) * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, plug-in's, diffusers, etc // Entry door paint peeling from the inside // Broken electrical plate CR 202: CR 203: Cabinet black strip loose bottom edge of door // Dirty vents CR 501: Bookcase not secure to wall // Black strip moulding loose bottom of door in cabinets // tiles are dirty around the vents CR 504: Hole on window (bb gun hole - covered with tape // * Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. (fire code CFC

			604.1.1) * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, plug-in's, diffusers, etc CR 703: 2 stained ceiling tiles // A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor - CFC Section 604.3 // Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. (fire code CFC 604.1.1) * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, plug-in's, diffusers, etc Multiple Purpose: Missing vent/ register // stained tiles // upper windows with cobwebs Staff lounge: Propane gas stored in room
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		402 office: Window sill needs to be cleaned CR 602: Blind clips broken - missing slats // Cobwebs around the room Kinder Play Toy: Needs powerwashing Lunch Arbor: Concrete needs to be deep cleaned // powerwash Play Toy: * Torn metal coating (rubber) in landings // Powder coat peeling (braces) // cobwebs /spiders
Electrical		X	601/603 storage/office: Missing roof access sigh by ladder // Sink is blocked (unable to inspect) // 1 lamp is out 705 YMCA: Cove base is detached by the white board // Stained ceiling tiles // Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. (fire code CFC 604.1.1) * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, plug-in's, diffusers, etc // Entry door paint peeling from the inside // Broken electrical plate Admin reception: 1 Lamp Out // * Cables taped to carpet (tripping hazzard) CR 202: CR 303: Data socket missing CR 701: A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor - CFC Section 604.3 Health office: Health door scratched // clock missing Stage: Missing elctrical cover plate close to the ceiling // 1 Lamp out // used for stoarage (music Instruments)
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		
Safety: Fire Safety, Hazardous Materials		X	200 Work Room: Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. (fire code CFC 604.1.1) * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, plug-in's, diffusers, etc 300 Work Room: Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent

protection & listed in accordance with UL1363. (fire code CFC 604.1.1) * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, plug-in's, diffusers, etc

301 office: Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. (fire code CFC 604.1.1) * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, plug-in's, diffusers, etc

400 Work Room: * Missing roof access sign by the ladder

401 office: Needs to be cleaned and organized // *** Dried dead Mouse/rat on clay plate on top of a bookcase

601/603 storage/office: Missing roof access sigh by ladder // Sink is blocked (unable to inspect) // 1 lamp is out

602/604 storage/office: Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. (fire code CFC 604.1.1) * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, plug-in's, diffusers, etc

705 YMCA: Cove base is detached by the white board // Stained ceiling tiles // Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. (fire code CFC 604.1.1) * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, plug-in's, diffusers, etc // Entry door paint peeling from the inside // Broken electrical plate

Admin office left - Psych: Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. (fire code CFC 604.1.1) * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, plug-in's, diffusers, etc

CR 504: Hole on window (bb gun hole - covered with tape // * Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. (fire code CFC 604.1.1) * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, plug-in's, diffusers, etc

CR 601: Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. (fire code CFC 604.1.1) * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, plug-in's, diffusers, etc // *** Lamp heating thermostat - damaging sensors and over working the unit. - please remove lamp from wall

CR 604: Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. (fire code CFC 604.1.1) * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, plug-in's, diffusers, etc

CR 702: A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an

School Facility Conditions and Planned Improvements

				aisle or corridor. - CFC Section 604.3 // Book cases not secured to wall CR 703: 2 stained ceiling tiles // A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor - CFC Section 604.3 // Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. (fire code CFC 604.1.1) * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, plug-in's, diffusers, etc CR 704: A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor - CFC Section 604.3 // Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. (fire code CFC 604.1.1) * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, plug-in's, diffusers, etc Kitchen storage: Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. (fire code CFC 604.1.1) * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, plug-in's, diffusers, etc Library Office: Ceiling clearance - Storage shall be maintained a minimum 24 inches below the ceiling in non-sprinklered buildings and 18 inches below sprinkler deflectors in sprinklered buildings. - CFC Section 315.3.1 Staff lounge: Propane gas stored in room Work room: Cabinet not secured to the wall (bristol boards) // Laminator is blockiing the roof access //
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			CR 602: Blind clips broken - missing slats // Cobwebs around the room Health office: Health door scratched // clock missing Principal: Missing 1 blind slat (broken holder clip) Stage Custodian: Door Mechanism leaking

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).
4. **College and Career Ready**
   The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	56	N/A	54	N/A	47
Mathematics (grades 3-8 and 11)	N/A	40	N/A	41	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	271	268	98.89	1.11	56.34
Female	130	129	99.23	0.77	62.79
Male	141	139	98.58	1.42	50.36
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	12	12	100.00	0.00	41.67
Filipino	16	16	100.00	0.00	81.25
Hispanic or Latino	194	193	99.48	0.52	53.37
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	16	16	100.00	0.00	50.00
White	25	23	92.00	8.00	69.57
English Learners	29	29	100.00	0.00	6.90
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	100	99	99.00	1.00	36.36
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	42	41	97.62	2.38	24.39

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	271	268	98.89	1.11	39.93
Female	130	129	99.23	0.77	40.31
Male	141	139	98.58	1.42	39.57
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	12	12	100.00	0.00	33.33
Filipino	16	16	100.00	0.00	81.25
Hispanic or Latino	194	193	99.48	0.52	35.23
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	16	16	100.00	0.00	31.25
White	25	23	92.00	8.00	47.83
English Learners	29	29	100.00	0.00	6.90
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	100	99	99.00	1.00	26.26
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	42	41	97.62	2.38	19.51

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	35.71	--	36.97	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	71	70	98.59	1.41	35.71
Female	27	26	96.3	3.7	30.77
Male	44	44	100	0	38.64
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	54	53	98.15	1.85	28.3
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	31	30	96.77	3.23	13.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	16	100	0	12.5

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.

2021-22 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	53.62%	53.62%	56.52%	55.07%	53.62%

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.

2022-23 Opportunities for Parental Involvement

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 and family members provide one-on-one and small group tutoring, especially in reading.

Teachers maintain ongoing communication with parents through weekly newsletters, progress reports, phone calls, and conferences. School events are published in a weekly family newsletter, on Class Dojo, 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.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	546	526	167	31.7
Female	277	267	79	29.6
Male	269	259	88	34.0
American Indian or Alaska Native	0	0	0	0.0
Asian	16	16	3	18.8
Black or African American	14	14	3	21.4
Filipino	31	30	9	30.0
Hispanic or Latino	376	365	126	34.5
Native Hawaiian or Pacific Islander	2	2	2	100.0
Two or More Races	45	40	12	30.0
White	60	57	12	21.1
English Learners	92	85	37	43.5
Foster Youth	3	2	2	100.0
Homeless	10	10	2	20.0
Socioeconomically Disadvantaged	217	210	91	43.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	85	83	29	34.9

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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.36	0.56	2.45
Expulsions	0.00	0.00	0.05

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.37	0.02	0.68	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.37	0.00
Female	0.00	0.00
Male	0.74	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	0.53	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	0.92	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.18	0.00

2022-23 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 and 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 on November 4, 2022.

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.

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	18	2	4	
1	21		3	
2	33		2	1
3	22		3	
4	17	1	3	
5	25		3	
6	24		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	17	5		
1	17	1	3	
2	28		2	1
3	25		3	
4	23	1	2	
5	23	1	2	
6	25		3	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	4	
1	19	1	2	
2	15	2	2	
3	20	2	1	
4	22		3	
5	24	1	2	
6	23	1	2	

2021-22 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.1
Social Worker	
Nurse	0.4
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	2.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	14,027.51	4,596.99	9,430.52	95,455
District	N/A	N/A	8,864.49	$85,506
Percent Difference - School Site and District	N/A	N/A	6.2	11.0
State	N/A	N/A	$6,594	$87,271
Percent Difference - School Site and State	N/A	N/A	35.4	9.0

2021-22 Types of Services Funded

Students in grades TK through six receive differentiated instruction in all academic areas based on their needs. 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:

- Extended day classes for reading support

- GATE Extended Day and Enrichment classes/events

- VAPA Teachers for Music, Art, PE, and Technology for all students

- Intervention aides for K-2

- Supplementary materials to support SEL, ELD, and Literacy.

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

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	$52,430	$52,641
Mid-Range Teacher Salary	$79,101	$83,981
Highest Teacher Salary	$105,363	$107,522
Average Principal Salary (Elementary)	$139,463	$136,247
Average Principal Salary (Middle)		$142,248
Average Principal Salary (High)		$139,199
Superintendent Salary	$313,246	$242,166
Percent of Budget for Teacher Salaries	35%	34%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

CV Hills teachers have received professional development around examining best practices for integrated and designated ELD. They have also participated in the identification of areas of focus for the continuous improvement goals of the school.

In previouse year, 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; and attending regional workshops and trainings

Over the last three 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.

Additionally, teachers have been receiving professional development in the area of Culturally Responsive Teaching in order to better meet the needs of all our students.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4