

Chula Vista Hills Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

2023-24 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

2023-24 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	www.cvesd.org

2023-24 School Description and Mission Statement

Description

Chula Vista Hills is one of 50 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 highest leverage instructional skills to impact student learning. Teachers regularly use thinking routines to engage students in critical thinking and collaborative conversations, and teachers regularly check through understanding in the classroom and during data review sessions. This year, our instructional focus has been: Increasing academic language skills for English learners and strengthening out literacy across content areas, 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

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	81
Grade 1	67
Grade 2	67
Grade 3	56
Grade 4	64
Grade 5	69
Grade 6	68
Total Enrollment	472

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.5%
Male	48.5%
Asian	3.2%
Black or African American	2.1%
Filipino	5.7%
Hispanic or Latino	69.1%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	8.3%
White	11%
English Learners	14.4%
Foster Youth	0.8%
Homeless	1.3%
Socioeconomically Disadvantaged	39.8%
Students with Disabilities	12.1%

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)	22.10	97.41	1266.50	87.95	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	6.80	0.48	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	22.80	1.59	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.50	2.59	33.90	2.36	11953.10	4.28
Unknown	0.00	0.00	109.80	7.63	15831.90	5.67
Total Teaching Positions	22.70	100.00	1440.10	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Misassignments	0.30	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.30	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Local Assignment Options	0.00	0.50
Total Out-of-Field Teachers	0.00	0.50

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 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

July 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance and Benchmark Adelante - adopted July 2017	Yes	0%
Mathematics	iReady Math Curriculum - adopted July 2023	Yes	0%
Science	TWIGs Science Curriculum - adopted July 2023	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	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

9/25/2023

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 - Decorative Material: In Educational occupancies all drapes, hanging curtains, drops, and all other decorative material, including x-mas trees, shall be non-flammable material or be treated by A LICENSED CSFM APPROVED APPLICATOR with a flame retardant and A CERTIFICATE WITH A CSFM SEAL IS REQUIRED. 1.All decorative materials, all drapes, hanging curtains, drops, and all other decorative material, shall be non-flammable material or be treated. (CFC Title 19, Div. 1, Section 1273.1) 2.Artwork and teaching materials shall be limited on walls of classrooms to not more than 50 percent of the specific wall area to which they are attached" (CFC, Section 807.5.2.3) 3.Artwork and teaching materials shall be limited on walls of classrooms (no windows) 4.Removing all items hanging from ceilings, provide certificate with CSFM for light filter coverings. 5.Multiple classrooms found to have bulletin board and decorative material not provided by the district. Provide documentation that drapes, and decorations are flame resistant. This shall be enforced in all classrooms. 6.Remove Christmas lights. 7.Fabric on walls - Untreated fabric on walls (proof of fire-retardant treatment) 8.Any type of non-school furniture CFC, Section 807.5.2.3 See https://osfm.fire.ca.gov/divisions/fire-engineering-and-investigations/flame-retardant-chemicals-and-fabrics/Title 19 Div. 1, Section 3.08 overworking the AC unit will reduce the working life. 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) *

School Facility Conditions and Planned Improvements

Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, plug-in's, diffusers, etc // Entry door paint peeling from the inside // Broken electrical plate - Cover Plate Missing electrical cover plates OR panel spacers. Install/Repair electrical cover plates and panel spacers. Install/Repair electrical cover plates and panel spacers. CFC Section 604.6

Decorative Material: In Educational occupancies all drapes, hanging curtains, drops, and all other decorative material, including x-mas trees, shall be non-flammable material or be treated by A LICENSED CSFM APPROVED APPLICATOR with a flame retardant and A CERTIFICATE WITH A CSFM SEAL IS REQUIRED. 1.All decorative materials, all drapes, hanging curtains, drops, and all other decorative material, shall be non-flammable material or be treated. (CFC Title 19, Div. 1, Section 1273.1)

2.Artwork and teaching materials shall be limited on walls of classrooms to not more than 50 percent of the specific wall area to which they are attached" (CFC, Section 807.5.2.3)

3.Artwork and teaching materials shall be limited on walls of classrooms (no windows)

4.Removing all items hanging from ceilings, provide certificate with CSFM for light filter coverings.

5.Multiple classrooms found to have bulletin board and decorative material not provided by the district. Provide documentation that drapes, and decorations are flame resistant. This shall be enforced in all classrooms.

6.Remove Christmas lights.

7.Fabric on walls - Untreated fabric on walls (proof of fire-retardant treatment)

8.Any type of non-school furniture CFC, Section 807.5.2.3 See <https://osfm.fire.ca.gov/divisions/fire-engineering-and-investigations/flame-retardant-chemicals-and-fabrics/Title>

19 Div. 1, Section 3.08 CR 202: CR 203: Cabinet black strip loose bottom edge of door // Dirty vents CR 501: Bookcase not secure to wall - * No bookshelf stacking / 48" height needs to be secured to the wall// Black strip moulding loose bottom of door in cabinets // tiles are dirty around the vents CR 503: * Vinyl Tile Floor cleaning recommended (Deep scrub with Pro-strip Ultra Heavy Duty Stripper (Waxie/Diversey) and finish with 2 in 1 Carefree finish apply 2-3 coats 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

Decorative Material: In Educational occupancies all drapes, hanging curtains, drops, and all other decorative material, including x-mas trees, shall be non-flammable material or be treated by A LICENSED CSFM APPROVED APPLICATOR with a flame retardant and A CERTIFICATE WITH A CSFM SEAL IS REQUIRED. 1.All decorative materials, all drapes, hanging curtains, drops, and all other decorative material, shall be non-flammable material or be treated. (CFC Title 19, Div. 1, Section 1273.1)

2.Artwork and teaching materials shall be limited on

School Facility Conditions and Planned Improvements

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<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>	<p>X</p>	<p>401 office: Needs to be cleaned and organized 402 office: Window sill needs to be cleaned 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 - Cover Plate Missing electrical cover plates OR panel spacers. Install/Repair electrical cover plates and panel spacers. Install/Repair electrical cover plates and panel spacers. CFC Section 604.6 Decorative Material: In Educational occupancies all drapes, hanging curtains, drops, and all other decorative material, including x-mas trees, shall be non-flammable material or be treated by A LICENSED CSFM APPROVED APPLICATOR with a flame retardant and A CERTIFICATE WITH A CSFM SEAL IS REQUIRED. 1.All decorative materials, all drapes, hanging curtains, drops, and all other decorative material, shall be non-flammable material or be treated. (CFC Title 19, Div. 1, Section 1273.1) 2.Artwork and teaching materials shall be limited on walls of classrooms to not more than 50 percent of the specific wall area to which they are attached” (CFC, Section 807.5.2.3) 3.Artwork and teaching materials</p>

School Facility Conditions and Planned Improvements

			<p>shall be limited on walls of classrooms (no windows) 4.Removing all items hanging from ceilings, provide certificate with CSFM for light filter coverings. 5.Multiple classrooms found to have bulletin board and decorative material not provided by the district. Provide documentation that drapes, and decorations are flame resistant. This shall be enforced in all classrooms. 6.Remove Christmas lights. 7.Fabric on walls - Untreated fabric on walls (proof of fire-retardant treatment) 8.Any type of non-school furniture CFC, Section 807.5.2.3 See https://osfm.fire.ca.gov/divisions/fire-engineering-and-investigations/flame-retardant-chemicals-and-fabrics/Title 19 Div. 1, Section 3.08 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 Multiple Purpose: Missing vent/ register // stained tiles // upper windows with cobwebs Play Toy: * Torn metal coating (rubber) in landings // Powder coat peeling (braces) // cobwebs /spiders</p>
<p>Electrical</p>	<p>X</p>		<p>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 - Cover Plate Missing electrical cover plates OR panel spacers. Install/Repair electrical cover plates and panel spacers. Install/Repair electrical cover plates and panel spacers. CFC Section 604.6 Decorative Material: In Educational occupancies all drapes, hanging curtains, drops, and all other decorative material, including x-mas trees, shall be non-flammable material or be treated by A LICENSED CSFM APPROVED APPLICATOR with a flame retardant and A CERTIFICATE WITH A CSFM SEAL IS REQUIRED. 1.All decorative materials, all drapes, hanging curtains, drops, and all other decorative material, shall be non-flammable material or be treated. (CFC Title 19, Div. 1, Section 1273.1) 2.Artwork and teaching materials shall be limited on walls of classrooms to not more than 50 percent of the specific wall area to which they are attached” (CFC, Section 807.5.2.3) 3.Artwork and teaching materials shall be limited on walls of classrooms (no windows) 4.Removing all items hanging from ceilings, provide certificate with CSFM for light filter coverings. 5.Multiple classrooms found to have bulletin board and decorative material not provided by the district. Provide documentation that drapes, and decorations are flame resistant. This shall be enforced in all classrooms. 6.Remove Christmas lights. 7.Fabric on walls - Untreated fabric on walls (proof of fire-retardant treatment) 8.Any type of non-school furniture CFC, Section 807.5.2.3 See</p>

School Facility Conditions and Planned Improvements

			https://osfm.fire.ca.gov/divisions/fire-engineering-and-investigations/flame-retardant-chemicals-and-fabrics/Title 19 Div. 1, Section 3.08 Admin reception: 1 Lamp Out // * Cables taped to carpet (tripping hazzard) CR 202: CR 303: Data socket missing Health office: Health door scratched // clock missing Stage: Missing elctrical cover plate close to the ceiling - Cover Plate - Missing electrical cover plates OR panel spacers. Install/Repair electrical cover plates and panel spacers. Install/Repair electrical cover plates and panel spacers. CFC Section 604.6 // 1 Lamp out // used for stoarage (music Instruments)
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		601/603 storage/office: Missing roof access sigh by ladder // Sink is blocked (unable to inspect) // 1 lamp is out
Safety: Fire Safety, Hazardous Materials		X	200 Elecrical (External): 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 // Combustible material shall not be stored in boiler rooms, mechanical rooms, or electrical equipment rooms. - CFC, Section 315.3.3 200 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 Electrical (External): 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 // Combustible material shall not be stored in boiler rooms, mechanical rooms, or electrical equipment rooms. - CFC, Section 315.3.3 400 Work Room: * Missing roof access sign by the ladder 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

School Facility Conditions and Planned Improvements

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Install/Repair electrical cover plates and panel spacers. Install/Repair electrical cover plates and panel spacers. CFC Section 604.6 Decorative Material: In Educational occupancies all drapes, hanging curtains, drops, and all other decorative material, including x-mas trees, shall be non-flammable material or be treated by A LICENSED CSFM APPROVED APPLICATOR with a flame retardant and A CERTIFICATE WITH A CSFM SEAL IS REQUIRED. 1.All decorative materials, all drapes, hanging curtains, drops, and all other decorative material, shall be non-flammable material or be treated. (CFC Title 19, Div. 1, Section 1273.1) 2.Artwork and teaching materials shall be limited on walls of classrooms to not more than 50 percent of the specific wall area to which they are attached" (CFC, Section 807.5.2.3) 3.Artwork and teaching materials shall be limited on walls of classrooms (no windows) 4.Removing all items hanging from ceilings, provide certificate with CSFM for light filter coverings. 5.Multiple classrooms found to have bulletin board and decorative material not provided by the district. Provide documentation that drapes, and decorations are flame resistant. This shall be enforced in all classrooms. 6.Remove Christmas lights. 7.Fabric on walls - Untreated fabric on walls (proof of fire-retardant treatment) 8.Any type of non-school furniture CFC, Section 807.5.2.3 See

<https://osfm.fire.ca.gov/divisions/fire-engineering-and-investigations/flame-retardant-chemicals-and-fabrics/Title> 19 Div. 1, Section 3.08 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, etc. in use (fire and safety concern - per district policy items are not allowed) CR 401: Decorative Material: In Educational occupancies all drapes, hanging curtains, drops, and all other decorative material, including x-mas trees, shall be non-flammable material or be treated by A LICENSED CSFM APPROVED APPLICATOR with a flame retardant and A CERTIFICATE WITH A CSFM SEAL IS REQUIRED. 1.All decorative materials, all drapes, hanging curtains, drops, and all other decorative material, shall be non-flammable material or be treated. (CFC Title 19, Div. 1, Section 1273.1) 2.Artwork and teaching materials shall be limited on walls of classrooms to not more than 50 percent of the specific wall area to which they are attached" (CFC, Section 807.5.2.3) 3.Artwork and teaching materials shall be limited on walls of classrooms (no windows) 4.Removing all items hanging from ceilings, provide certificate with CSFM for light filter coverings.

5. Multiple classrooms found to have bulletin board and decorative material not provided by the district. Provide documentation that drapes, and decorations are flame resistant. This shall be enforced in all classrooms. 6. Remove Christmas lights. 7. Fabric on walls - Untreated fabric on walls (proof of fire-retardant treatment) 8. Any type of non-school furniture CFC, Section 807.5.2.3 See <https://osfm.fire.ca.gov/divisions/fire-engineering-and-investigations/flame-retardant-chemicals-and-fabrics/Title> 19 Div. 1, Section 3.08 CR 502: Decorative Material: In Educational occupancies all drapes, hanging curtains, drops, and all other decorative material, including x-mas trees, shall be non-flammable material or be treated by A LICENSED CSFM APPROVED APPLICATOR with a flame retardant and A CERTIFICATE WITH A CSFM SEAL IS REQUIRED. 1. All decorative materials, all drapes, hanging curtains, drops, and all other decorative material, shall be non-flammable material or be treated. (CFC Title 19, Div. 1, Section 1273.1) 2. Artwork and teaching materials shall be limited on walls of classrooms to not more than 50 percent of the specific wall area to which they are attached" (CFC, Section 807.5.2.3) 3. Artwork and teaching materials shall be limited on walls of classrooms (no windows) 4. Removing all items hanging from ceilings, provide certificate with CSFM for light filter coverings. 5. Multiple classrooms found to have bulletin board and decorative material not provided by the district. Provide documentation that drapes, and decorations are flame resistant. This shall be enforced in all classrooms. 6. Remove Christmas lights. 7. Fabric on walls - Untreated fabric on walls (proof of fire-retardant treatment) 8. Any type of non-school furniture CFC, Section 807.5.2.3 See <https://osfm.fire.ca.gov/divisions/fire-engineering-and-investigations/flame-retardant-chemicals-and-fabrics/Title> 19 Div. 1, Section 3.08 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 Decorative Material: In Educational occupancies all drapes, hanging curtains, drops, and all other decorative material, including x-mas trees, shall be non-flammable material or be treated by A LICENSED CSFM APPROVED APPLICATOR with a flame retardant and A CERTIFICATE WITH A CSFM SEAL IS REQUIRED. 1. All decorative materials, all drapes, hanging curtains, drops, and all other decorative material, shall be non-flammable material or be treated. (CFC Title 19, Div. 1, Section 1273.1) 2. Artwork and teaching materials shall be limited on walls of classrooms to not more than 50 percent of the specific wall area to which they are attached" (CFC, Section 807.5.2.3) 3. Artwork and teaching materials

School Facility Conditions and Planned Improvements

			shall be limited on walls of classrooms (no windows) 4.Removing all items hanging from ceilings, provide
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 Kinder play ground: Needs to be powerwashed - cobwebs / spiders Play Toy: * Torn metal coating (rubber) in landings // Powder coat peeling (braces) // cobwebs /spiders Principal: Missing 1 blind slat (broken holder clip) - Need to define solution as a departmet (District Wide) 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).

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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	56	58	54	53	47	46
Mathematics (grades 3-8 and 11)	40	48	41	43	33	34

2022-23 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	269	265	98.51	1.49	57.58
Female	135	133	98.52	1.48	62.12
Male	134	132	98.51	1.49	53.03
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	12	12	100.00	0.00	83.33
Hispanic or Latino	194	190	97.94	2.06	54.50
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	20	20	100.00	0.00	45.00
White	28	28	100.00	0.00	67.86
English Learners	29	27	93.10	6.90	15.38
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	98	97	98.98	1.02	49.48
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	36	36	100.00	0.00	25.00

2022-23 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	269	265	98.51	1.49	47.92
Female	135	131	97.04	2.96	46.56
Male	134	134	100.00	0.00	49.25
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	12	12	100.00	0.00	75.00
Hispanic or Latino	194	191	98.45	1.55	41.36
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	20	20	100.00	0.00	55.00
White	28	28	100.00	0.00	64.29
English Learners	29	27	93.10	6.90	14.81
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	98	96	97.96	2.04	40.63
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	36	36	100.00	0.00	30.56

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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	35.71	24.66	36.97	34.95	29.47	30.29

2022-23 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	75	73	97.33	2.67	24.66
Female	40	38	95.00	5.00	21.05
Male	35	35	100.00	0.00	28.57
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	55	54	98.18	1.82	27.78
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	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	28	27	96.43	3.57	18.52
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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	90.41%	90.41%	90.41%	90.41%	90.41%

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.

2023-24 Opportunities for Parental Involvement

Contact person: Principal Aaron Magnan
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.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	503	494	83	16.8
Female	261	255	41	16.1
Male	242	239	42	17.6
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	17	17	1	5.9
Black or African American	11	11	1	9.1
Filipino	27	27	6	22.2
Hispanic or Latino	349	343	56	16.3
Native Hawaiian or Pacific Islander	2	1	0	0.0
Two or More Races	41	41	7	17.1
White	54	52	12	23.1
English Learners	78	73	12	16.4
Foster Youth	4	4	1	25.0
Homeless	10	10	4	40.0
Socioeconomically Disadvantaged	207	205	47	22.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	77	77	10	13.0

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.37	0.40	0.02	0.68	1.16	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.01	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.4	0
Female	0	0
Male	0.83	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	2.44	0
White	1.85	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0.97	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	2.6	0

2023-24 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 8, 2023. The Board of Education approval date for the CSSP is January 17, 2024.

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.

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	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	2	2	0
1	22	0	3	0
2	22	0	3	0
3	19	2	1	0
4	21	1	2	0
5	23	1	2	0
6	23	1	2	0
Other	0	0	0	0

2022-23 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	944

2022-23 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2.1
Social Worker	0.5
Nurse	0.4
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$87,887
Percent Difference - School Site and District	N/A	N/A	6.2	11.0
State	N/A	N/A	\$7,607	\$89,574
Percent Difference - School Site and State	N/A	N/A	35.4	9.0

Fiscal Year 2022-23 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
- LEAD after school program (enrichment, intervention, etc.)
- VAPA Teachers for Music, Art, PE, and Technology for all students
- Intervention aides for K-2
- Supplementary materials to support SEL, ELD, and Literacy.

State and federal funds are used to provide these opportunities to our students.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$54,003	\$54,215
Mid-Range Teacher Salary	\$81,474	\$86,843
Highest Teacher Salary	\$108,524	\$111,440
Average Principal Salary (Elementary)	\$147,193	\$140,851
Average Principal Salary (Middle)	\$0	\$147,065
Average Principal Salary (High)	\$0	\$142,189
Superintendent Salary	\$270,400	\$252,466
Percent of Budget for Teacher Salaries	36.2%	33.16%
Percent of Budget for Administrative Salaries	4.69%	5.15%

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 previous years, 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.

Professional Development

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4