



Hazel Goes Cook Elementary School

875 Cuyamaca Ave • Chula Vista, CA 91911 • (619) 422-8381 • Grades K-6

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<https://cookcrusaders.wordpress.com>

2016-17 School Accountability Report Card Published During the 2017-18 School Year



Chula Vista Elementary School District

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Matthew Tessier, Ed.D.

Assistant Superintendent, Innovation and Instruction Services and Support

School Description

Hazel Goes Cook School is one of 46 schools in the Chula Vista Elementary School District. The school was built in 1955 and underwent extensive renovation in 1999. The campus includes five classroom wings, a library, a multipurpose room, a computer lab, and a portable that houses the YMCA.

Mission

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

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	43
Grade 1	50
Grade 2	38
Grade 3	42
Grade 4	47
Grade 5	47
Grade 6	55
Total Enrollment	322

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	0
Asian	0.9
Filipino	0.3
Hispanic or Latino	83.9
Native Hawaiian or Pacific Islander	0
White	10.9
Two or More Races	2.5
Socioeconomically Disadvantaged	77.3
English Learners	37.6
Students with Disabilities	8.1
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Hazel Goes Cook Elementary School	15-16	16-17	17-18
With Full Credential	16	15	14
Without Full Credential	0	2	1
Teaching Outside Subject Area of Competence	0	NA	
Chula Vista Elementary School District	15-16	16-17	17-18
With Full Credential	♦	♦	1281
Without Full Credential	♦	♦	8
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Hazel Goes Cook Elementary	15-16	16-17	17-18
Teachers of English Learners	0		
Total Teacher Misassignments	0		
Vacant Teacher Positions	1		

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

The Chula Vista Elementary School District follows the State's curriculum cycle to adopt updated, high quality textbooks and related materials. The evaluation and adoption of textbooks and instructional materials is based on recommendations by committees of our District's school staffs and community members.

Students are provided with an adequate supply of Board-approved textbooks for all subject areas. The reading/language arts and mathematics curricula are aligned with California Common Core Standards.. All of our students have access to textbooks and supportive instructional materials in all core subjects, which are in good condition. Core materials are available in both English and Spanish. An inventory of books is warehoused centrally for growth needs at the schools.

The District's vision is to prepare students to succeed in the 21st Century and is committed to providing students with 21st century tools, and the necessary infrastructure to support said tools. The District also invested in software applications to assist with formative and summative assessments, literacy skills, mathematics and language acquisition. In addition, teachers are integrating technology tools to facilitate day to day tasks such as attendance, report cards and electronic communication.

Textbooks and Instructional Materials Year and month in which data were collected: August 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Reading. Adopted in 2017-18. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Go Math The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Houghton-Mifflin Science series for Kindergarten to Sixth Grade English and Spanish. Adopted Spring 2008. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish). Adopted Spring 2007. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	N/A Percent of students lacking their own assigned textbook: N/A
Health	N/A Percent of students lacking their own assigned textbook: N/A
Visual and Performing Arts	California VAPA standards Percent of students lacking their own assigned textbook: N/A
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A Percent of students lacking their own assigned textbook: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Classroom space at Hazel Goes Cook Elementary School is adequate to support our school's current enrollment. The District maintains a planned program, which ensures routine maintenance functions are performed on a scheduled basis. Cook custodial staff performs basic cleaning operations daily. Supervision is provided before and after school to ensure the safety of all students. There is sufficient classroom, playground and staff spaces to support teaching and learning.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 1/20/2017

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X				Bldg 600 Girls RR's: Toilet seats loose
Interior: Interior Surfaces	X				KCR 701: (7) lights out, (4)workroom stain ceiling tile, (5) shelves on top of cabinets, unsafe (8) Toilet Sticks
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X				KCR 701: (7) lights out, (4)workroom stain ceiling tile, (5) shelves on top of cabinets, unsafe (8) Toilet Sticks KCR 702: (7) lamp out, (6) playground structure cob webs, (9) adjust drinking fountain
Electrical: Electrical	X				CR 504: (7) GFCI loose (9) Drinking fountain stays on CR 603: GFCI outlet loose KCR 702: Light inop R / R hallway Library: (7)Lamps out, (15) Windows yellowed and cracked
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X			CR 401: Drinking fountain stays on CR 402: Drinking fountain low pressure CR 503: (9) DF needs adjustment CR 504: (7) GFCI loose (9) Drinking fountain stays on CR 801: (9) DF needs adjustment CR304: Drinking fountain blocked KCR 1102: Toilet seats loose Multi purpose: Breezeway fountains low pressure
Safety: Fire Safety, Hazardous Materials	X				CR303: Fire extinguisher blocked Stage: (10) Back exit to stage is blocked by storage
Structural: Structural Damage, Roofs	X				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				CR304: Drinking fountain blocked Library: (7)Lamps out, (15) Windows yellowed and cracked
Overall Rating	Exemplary	Good	Fair	Poor	Met with Principal, who spoke to custodial staff regarding cleanliness and simple repair issues and work orders submitted for maintenance and repairs
		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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	57	58	62	62	48	48
Math	39	48	48	49	36	37

* 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	45	52	67	62	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	40	22.2	17.8

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	69	69	100.0	52.2
Male	33	33	100.0	57.6
Female	36	36	100.0	47.2
Hispanic or Latino	56	56	100.0	48.2
Socioeconomically Disadvantaged	49	49	100.0	42.9
English Learners	18	18	100.0	5.6

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	198	190	95.96	57.89
Male	98	95	96.94	56.84
Female	100	95	95	58.95
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	168	161	95.83	53.42
White	22	21	95.45	85.71
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	151	143	94.7	53.85
English Learners	89	81	91.01	44.44
Students with Disabilities	22	22	100	22.73

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

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

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

School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	198	198	100	48.48
Male	98	98	100	51.02
Female	100	100	100	46
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	168	168	100	44.05
White	22	22	100	72.73
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	151	151	100	41.72
English Learners	89	89	100	35.96
Students with Disabilities	22	22	100	13.64

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

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

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Contact person: Principal Gabriela Llamas

Contact Person Phone Number: 619-422-8381

Research shows a high correlation between parent involvement and effective schools. We encourage parents to visit and become active in our school. We work closely with our community and when concerns arise we work with our parents and students to find a solution. Cook School has a Parent-Teacher Association (PTA). It sponsors numerous projects for the benefit and welfare of our children. Some of the events sponsored by our PTA include an after school Homework Club, Science Fair, Spelling Bee, book fairs, school assemblies, parent workshops, fundraisers, Fall Carnival, resources for the school library, Accelerated Reader materials and funds for classroom resources. During 2017-18, many parents and members of the community have the opportunity to volunteer in our classrooms and/or helped with special events. The Cook ELAC Committee works with staff to provide an effective English Language Development Program for our English Language Learners. The ELAC Committee also monitors school attendance. Parenting Partner Workshops were held two times during the year to provide opportunities to learn how to support their students at home and at school.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

Student safety and well-being is promoted by activities, including emergency and earthquake preparedness drills, bus evacuation drills, playground supervision, drug and alcohol abuse prevention education programs, child abuse awareness, PYP Attitudes, Peace Patrol and School Safety Patrol. Supervision is provided before and after school to provide safe ingress and egress of students, which includes playground supervision beginning at 7:45 AM each morning. The School Site Council approved the School Safety Plan on November 15, 2017.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	0.4	1.5	2.0
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	0.7	0.6	0.6
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2013-2014
Year in Program Improvement	Year 1	Year 1
Number of Schools Currently in Program Improvement	16	
Percent of Schools Currently in Program Improvement	43.2	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	0.5
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	1
Resource Specialist	1
Other	
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	17	24	22	2				2	2			
1	22	19	25		2		2		2			
2	25	24	19			2	2	2				
3	21	25	21				2	2	2			
4	29	24	24				2	2	2			
5	15	28	24	1			2	2	2			
6	28	29	28				3	3	2			

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

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

Staff development topics planned for 2017-18 included: 1) Primary Year Program (International Baccalaureate program) Training. 2) Visible Learning 3) ELD instruction, GLAD strategies and the new Common Core ELD standards. 5) Technology integration within the curriculum and Visible Learning.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,672	\$48,678
Mid-Range Teacher Salary	\$70,414	\$78,254
Highest Teacher Salary	\$93,793	\$96,372
Average Principal Salary (ES)	\$124,057	\$122,364
Average Principal Salary (MS)		\$125,958
Average Principal Salary (HS)		\$126,758
Superintendent Salary	\$265,166	\$212,818
Percent of District Budget		
Teacher Salaries	38%	38%
Administrative Salaries	5%	5%

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

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$11,189.10	\$3,214.02	\$7,975.07	\$76,761.00
District	♦	♦	\$166,094.33	\$72,171
State	♦	♦	\$6,574	\$78,363
Percent Difference: School Site/District			6.7	3.4
Percent Difference: School Site/ State			31.4	-1.2

* Cells with ♦ do not require data.

Types of Services Funded

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.