Chula Vista Hills Elementary School

980 Buena Vista Way • Chula Vista, CA 91910-7133 • (619) 482-7066 • Grades K-6
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2016-17 School Accountability Report Card
Published During the 2017-18 School Year

Chula Vista Elementary School District
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School Description
Description
Chula Vista Hills is one of 48 schools in the Chula Vista Elementary School District, including five dependent and two 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.

Mission
The mission of Chula Vista Hills Elementary School is to foster the continual academic and social growth of all students by engaging them in challenging, enriching learning experiences that meet their individual needs. We are committed to providing a rigorous academic program in a safe, positive learning environment and to collaborating with parents, community, and one another to ensure student success.

Vision:
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.

Innovation Hub:
CV Hills is not a hub of innovation solely because of technology - but because we have teachers who have the courage, self-efficacy, willingness, and desire to work through change, maybe even a few failures, to support student learning at the highest of levels.

School Focus
Our specific school focus is reading and writing across the curriculum. Our goal is to improve the reading lexile levels of all students by supporting each teacher to become more expert at teaching close reading of complex texts with an understanding of Common Core expectations for rigor. We will also look critically at the integration of writing and reading, as well as the use of technology. Students will learn to respond to what they have read and include evidence in their informative and opinion papers. This year we are working to improve the students ability to develop their ideas and teaching the students the importance of focusing in on the topic closely. We are also teaching students to persuade others with evidence in their speaking and writing.

We will closely monitor student success with writing assessments, school created Benchmark Tests, District/State Benchmark Assessments, State Summative Assessments (CAASPP/CST/CMA), in addition to District Local Measures.

Each grade level team has collaborated to create a Common Core standards and student-based language arts curriculum for the year. Teachers confer with students to diagnose individual strengths and needs based on observation of reading and writing behaviors. Given the expectations of Common Core standards, we are focused on enhancing students' conceptual understanding in math. Extensive professional development in reading and writing allows teachers to provide the best instruction during shared, collaborative and guided lessons.

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	108
Grade 1	72
Grade 2	68
Grade 3	73
Grade 4	75
Grade 5	84
Grade 6	75
Total Enrollment	555

2016-17 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	4
American Indian or Alaska Native	0.9
Asian	3.2
Filipino	5.9
Hispanic or Latino	64.1
Native Hawaiian or Pacific Islander	0.4
White	14.4
Two or More Races	6.8
Socioeconomically Disadvantaged	32.6
English Learners	22.3
Students with Disabilities	10.5
Foster Youth	0.5

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			
Chula Vista Hills Elementary School	**15-16**	**16-17**	**17-18**
With Full Credential	23	24	25
Without Full Credential	0	0	0
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			
Chula Vista Hills Elementary	**15-16**	**16-17**	**17-18**
Teachers of English Learners	0		
Total Teacher Misassignments	0		
Vacant Teacher Positions	0		

*   "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 Advance Reading K-6 and Benchmark Advance Lectura K-6 Spanish. Adopted in 2017-2018. **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Mathematics	Mc Graw Hill Mathematics K-6, English and Spanish. Adopted in 2001-02. Engage NY Student Workbooks and Teacher Editions **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science	Houghton-Mifflin Science series for Kindergarten to Sixth Grade English and Spanish. Adopted Spring 2008. **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish). Adopted Spring 2007. **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
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	N/A **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 Chula Vista Hills Elementary School is adequate to support our school's current enrollment. The District maintains a planned program, which ensures routine maintenance functions are performed on a scheduled basis. The custodial staff performs basic cleaning operations daily.

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

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

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 8/2/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			CR 503: (2) Check air circulation (9) adjust drinking fountain pressure
Interior: Interior Surfaces	X			304 Office: 2 stained ceiling tile CR 202: 1 lamp out; cabinet doors - trim detaching; faucet stem loose CR 504: cabinet doors - trim detaching Library Boys RR: light diffusers dirty; middle sink needs rechaulking Library Girls RR: light diffusers dirty; sink needs rechaulking
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			CR 303: 2 stained ceiling tile; transition piece carpet to floor loose - work order was submitted CR 702: 4 stained ceiling tile CR 703: 2 stained ceiling tile
Electrical: Electrical	X			CR 402: Light flickers CR 602: one lamp out Kitchen: Restroom defuser dirter Multiple Purpose: one lamp out
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		705 YMCA: Electric outlet cover missing CR 304: faucet handle bad CR 604: Fountain low Library Boys RR: #1 stall flush handle leaks #2 stall toilet seat loose. Library Girls RR: #3 stall toilet seat loose.
Safety: Fire Safety, Hazardous Materials	X			CR 201: Bleach spray bottle under sink CR 204: Lysol spray bottle under sink CR 701: unmarked spray bottle Stage Storage: Hand rail loose
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			300 Electrical (external Main Electrical): Threshold loose, no screws

Overall Rating	Exemplary	Good	Fair	Poor	Met with principal who spoke with custodian. Job orders were placed.
		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

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	74	66	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.

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	69	65	62	62	48	48
Math	57	63	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.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	20.2	39.3	10.1

* 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	71	70	98.6	65.7
Male	33	33	100.0	66.7
Female	38	37	97.4	64.9
Hispanic or Latino	49	48	98.0	62.5
Socioeconomically Disadvantaged	29	29	100.0	65.5
Students with Disabilities	14	14	100.0	71.4

* 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	320	310	96.88	65.16
Male	168	166	98.81	66.27
Female	152	144	94.74	63.89
Black or African American	16	14	87.5	57.14
American Indian or Alaska Native	--	--	--	--
Asian	11	11	100	100
Filipino	19	19	100	63.16
Hispanic or Latino	196	189	96.43	60.32
Native Hawaiian or Pacific Islander	--	--	--	--
White	54	54	100	72.22
Two or More Races	18	18	100	83.33
Socioeconomically Disadvantaged	123	118	95.93	52.54
English Learners	85	82	96.47	57.32
Students with Disabilities	44	39	88.64	43.59
Foster Youth	--	--	--	--

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	320	312	97.5	62.82
Male	168	166	98.81	72.89
Female	152	146	96.05	51.37
Black or African American	16	14	87.5	42.86
American Indian or Alaska Native	--	--	--	--
Asian	11	11	100	63.64
Filipino	19	19	100	78.95
Hispanic or Latino	196	191	97.45	58.12
Native Hawaiian or Pacific Islander	--	--	--	--
White	54	54	100	70.37
Two or More Races	18	18	100	83.33
Socioeconomically Disadvantaged	123	120	97.56	45
English Learners	85	85	100	49.41
Students with Disabilities	43	39	90.7	66.67
Foster Youth	--	--	--	--

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 Jacob Ruth
Contact Person Phone Number (619) 482-7066

Parent involvement and participation are vital to student success. Chula Vista Hills' parents participate in our school 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. Over 100 regular volunteers, including parents, grandparents, and students from Bonita Vista High School provide one-on-one and small group tutoring, especially in reading.

Teachers maintain ongoing communication with parents through weekly letters, progress reports, phone calls, and conferences. School events are published in the weekly FYI, on the school marquee, and on the updated school website. Our English Language Development Aide provides parent outreach by coordinating ELAC, communicating with parents in Spanish, providing Spanish translation, and demonstrating that ethnic and cultural diversity are valued at Chula Vista Hills.

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 482-7066 if you wish to become involved in school activities. Spanish translation is available.

State Priority: School Climate
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):
• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

School Safety Plan
Chula Vista Hills provides students and staff with a safe, orderly learning environment. High behavioral expectations are clearly stated and understood by students, staff members, and parents. Adults model and expect orderly, responsible, respectful behavior. 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 September 2017.

Suspensions and Expulsions			
School	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	0.7	0.7	1.0
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	Not in PI	In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement		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	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.2
Psychologist	0.4
Social Worker	
Nurse	0.4
Speech/Language/Hearing Specialist	1
Resource Specialist	1
Other	0.1
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	22	22	22		1	2	4	4	3			
1	24	21	24	1			3	2	3			
2	24	23	23				2	3	3			
3	23	23	24				4	3	3			
4	25	27	25				2	3	3			
5	29	29	28				3	2	3			
6	30	27	25				3	3	3			

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

Professional Development provided for Teachers

At Chula Vista Hills, the staff has focused on writing for several years. In 2017-18, we are working closely again with the San Diego Area Writing Project to provide valuable professional learning for all teachers. We also implemented the Reading and Writing Units of Study from Columbia University - much of our PD has been connected to working with the TC RUOS and WUOS programs. In addition to the school-wide focus on writing and literacy development, we have also worked with the District's Denise Finney and other cohort schools to learn about Cognitively Guided Math Instruction - focused on Three Reads, Professional Noticings, and Responsive Teaching. As a school we are also learning about the development of a culture of thinking by using Thinking Routines created by Project Zero Harvard University. PD is provided to teachers during PLC/Collaboration time and at after school meeting on Fridays. We also send teacher out to PD all over the district and county. CV Hills teachers also attend a lot of off-site conferences and workshops. Recently, we have started visiting other schools and teachers from other schools have been coming to our classrooms.There is a lot going on at CV Hills.

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	$9,704.48	$2,191.96	$7,512.53	$79,900.00
District	♦	♦	$166,094,33	$72,171
State	♦	♦	$6,574	$78,363
Percent Difference: School Site/District			2.1	12.9
Percent Difference: School Site/ State			25.7	7.9

* Cells with ♦ do not require data.

Types of Services Funded

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

- Imagine Learning English - A computer-based interactive program to teach and reinforce English as a Second Language. English Learners at beginning to intermediate levels learn in the lab three times a week for thirty minutes.

- Parent Reading Groups/SIPPS

- Cross-age tutoring

- Achieve 3000 Reading Comprehension and Writing software targets students at their reading level. .

- GATE Extended Day and Enrichment classes/events

- After school ELD Interventions - Achieve 3000 and Readers Theater

- Reset and Recovery Room - Socio-Emotional Support

- Results Teachers for Music, PE, and Technology for all students

Services provided by categorical funds to enable under-performing students to meet standards include the technology based interventions.

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.