



Joseph Casillas Elementary School

1130 East J Street • Chula Vista, CA 91910 • (619) 421-7555 • Grades K-6

Chris E. Vickers, Principal

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http://schools.cvesd.org/schools/casillas/Pages/default.aspx#.VkJT_sUrTncs

2017-18 School Accountability Report Card Published During the 2018-19 School Year



Chula Vista Elementary School District

84 East J Street
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District Governing Board

Leslie Ray Bunker
Armando Farias
Laurie K. Humphrey
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District Administration

Francisco Escobedo, Ed.D.
Superintendent

Jeffrey Thiel, Ed.D.

**Assistant Superintendent, Human
Resources Services and Support**

Oscar Esquivel

**Deputy Superintendent, Business
Services and Support**

Matthew Tessier, Ed.D.

**Assistant Superintendent,
Innovation and Instruction Services
and Support**

School Description

Joseph C. Casillas Elementary School will prepare all students to be literate, responsible citizens with an enthusiasm for life-long learning. Through the implementation of a rigorous, standards-based academic program, Casillas students will be prepared to confidently meet the challenges of middle and high school. Essential elements of our school's mission:

- A commitment to the District's vision and values
- Professional development and systematic support are on-going for all staff members.
- High expectations for all learners
- A safe and orderly learning environment.
- A rigorous curriculum is driven by California Content Standards.
- Instructional strategies reflect research-based best practices.
- Multiple sources of data are used to assess each student's progress.
- Technology is used as a tool to support teaching and learning.
- Diversity and cultural sensitivity are celebrated and modeled.
- Strong parent involvement is valued and encouraged.

Casillas School believes that student-based decision-making processes encourage collaboration and meaningful involvement among all stakeholders (parents, staff, students, and community partners). Goodwill and pride in the Casillas School community are rooted in each child's academic, social, and emotional development.

Guided by student achievement data, we will ensure that our academic programs are strong to close achievement gaps between students identified as English only and those in our target groups (English Learners, Socio-economically Disadvantaged, & Special Education students).

About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	64
Grade 1	60
Grade 2	62
Grade 3	59
Grade 4	65
Grade 5	70
Grade 6	77
Total Enrollment	457

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	6.6
American Indian or Alaska Native	0.0
Asian	3.7
Filipino	11.2
Hispanic or Latino	55.6
Native Hawaiian or Pacific Islander	0.7
White	17.1
Socioeconomically Disadvantaged	42.9
English Learners	22.5
Students with Disabilities	14.0
Foster Youth	0.4

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			
Joseph Casillas Elementary School	16-17	17-18	18-19
With Full Credential	26	27	25
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	NA	0	
Chula Vista Elementary School District	16-17	17-18	18-19
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Joseph Casillas Elementary	16-17	17-18	18-19
Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	0	0	

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

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 other 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 Content 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: January 2019	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Advance Adopted 2017-18 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Houghton Mifflin Go Math Adopted 2015-16 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Houghton-Mifflin Science: Kindergarten – Gr. 6 (English & 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 – Gr. 6 (English & Spanish) Adopted Spring 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Classroom space at Joseph Casillas 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. Casillas custodial staff performs basic cleaning operations daily.

Classrooms are earthquake ready:

Posted emergency procedures

Disaster backpacks are under teacher desks

Emergency preparedness containers with supplies for 72 hours are provided for each classroom

Copy of classroom emergency cards

Closed cabinets to secure materials

Heating, ventilation and air conditioning equipment is installed to make classroom environments more conducive to learning.

Updated lock systems have been installed in all classrooms to provide a more secure environment.

A panic button and emergency alert system has been installed in the school office.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/8/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	MP mens RR: middle urinal inop
Interior: Interior Surfaces	Good	300 Electrical (Parking Lot Side): (4) open, hanging diffuser, clips broken (7) blocked electrical panel Miltipurpose: (4) Carpet stained (*) fire extinguisher next to door to lunch shelter locked-could not check Work room: stains on ceiling tile
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	300 Electrical (Parking Lot Side): (4) open, hanging diffuser, clips broken (7) blocked electrical panel Admin electrical: electrical panels blocked , items on top of transformer Admin Reception: light out CR 201 spch eld: (7) lamps out CR 303: light fixture out , cleaners under sink CR 304: ext. cord laying across floor, cleaners under sink , 2 lights out CR 404: cleaners under sink , light out CR 603: 9 lights out CR 705: electrical panel blocked Kinder 601: light out in restroom , drinking fountain knob detached Kinder 604: light out in restroom
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	CR 202 center room: (9) Drinking Fountain pressure too low, (11) Household air freshened and cleaner under sink. CR 204: cleaners under sink , drinking fountain missing knob CR 706: drinking fountain knob detached Kinder 601: light out in restroom , drinking fountain knob detached

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/8/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	CR 202 center room: (9) Drinking Fountain pressure too low, (11) Household air freshened and cleaner under sink. CR 204: cleaners under sink , drinking fountain missing knob CR 301: cleaners under sink CR 303: light fixture out , cleaners under sink CR 304: ext. cord laying across floor, cleaners under sink , 2 lights out CR 402: cleaners under sink CR 403: plug in air freshner CR 404: cleaners under sink , light out CR 506: (11) household cleaner under sink CR 601: cleaners under sink CR 704: (11) household cleaners under sink Lounge: (11) household cleaner under sink
Structural: Structural Damage, Roofs	Good	CR 302: cabinet door under sink loose
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Kinder Play toy:
Overall Rating	Good	Met with Principal, who spoke to custodial staff regarding cleanliness and simple repair issues and work orders submitted for maintenance and repairs

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	66.0	77.0	62.0	65.0	48.0	50.0
Math	58.0	65.0	49.0	51.0	37.0	38.0

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter

Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. 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 CAA for Science divided by the total number of students who participated on both assessments.

School Year 2017-18 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	281	280	99.64	77.14
Male	158	157	99.37	73.25
Female	123	123	100.00	82.11
Black or African American	18	18	100.00	66.67
Asian	15	14	93.33	85.71
Filipino	29	29	100.00	89.66
Hispanic or Latino	154	154	100.00	73.38
Native Hawaiian or Pacific Islander	--	--	--	--
White	49	49	100.00	81.63
Two or More Races	15	15	100.00	86.67
Socioeconomically Disadvantaged	119	119	100.00	69.75
English Learners	96	96	100.00	72.92
Students with Disabilities	42	41	97.62	34.15

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 2017-18 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	281	280	99.64	65.36
Male	158	157	99.37	65.61
Female	123	123	100	65.04
Black or African American	18	18	100	44.44
Asian	15	14	93.33	85.71
Filipino	29	29	100	86.21
Hispanic or Latino	154	154	100	60.39
Native Hawaiian or Pacific Islander	--	--	--	--
White	49	49	100	65.31
Two or More Races	15	15	100	80
Socioeconomically Disadvantaged	119	119	100	56.3
English Learners	96	96	100	58.33
Students with Disabilities	42	41	97.62	24.39

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

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

Contact: Principal Chris Vickers

Phone: (619) 421-7555

Parents and the community engagement in supporting our academic goals include (but aren't limited to):

School Site Council (SSC)
 English Learner Advisory Committee (ELAC)
 Parent Teacher Association (PTA)
 Family Literacy Nights
 School Messenger System
 Back to School Night
 Classroom Newsletters
 Peachjar Electronic Flyers

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

The School Safety Plan was presented and approved by the School Site Council on October 18, 2018.

Regular site emergency drills are conducted on a monthly and/ or quarterly basis (e.g., fire, earthquake, lock-downs, and shelter in place). Additionally, the Raptor visitor management system is in operation at our school, which screens visitors against the Megan's Law database and other states' databases as well. Casillas also participates in six Districtwide Emergency Radio Drills each year.

Student safety and well-being is promoted via multiple activities throughout the school year. In addition, Casillas offers other activities designed to foster teamwork, athletic skills, positive attitudes and self-esteem. Provisions and supplies for emergency evacuations have been obtained and a comprehensive evaluation plan is in place. Playground supervision, drug and alcohol abuse prevention programs, child abuse awareness, and School Safety Patrol also promote student safety. Supportive and alert staff consistently monitors classroom environments to maintain student safety. Parents pick students up at designated areas. Traffic control is provided by the school Safety Patrol, who utilizes the School Resource Officer as a valuable resource.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	0.0	1.0	0.4
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	0.6	0.6	0.7
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

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)	0.5
Psychologist	1
Social Worker	
Nurse	0.4
Speech/Language/Hearing Specialist	1.6
Resource Specialist (non-teaching)	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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	18	16	17	2	4	3	1		1			
1	17	18	19	3	3	3						
2	17	19	18	1	3	3	3					
3	22	13	18		5	3	3					
4	21	24	15	1		3	3	3	1			
5	23	25	22				3	3	3			
6	25	25	24	1	1		3	3	3			
Other		17	12		1	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, a variety of professional improvement activities are provided for teachers, custodians, secretaries, and other employees. Activities reflect the school's goals/ objectives and are part of Casillas' School Plan for Student Achievement.

Casillas' grade level teams have approximately 5 hours of collaboration time (during the school day) each month. Collaboration is also provided in 1 hour increments on multiple Friday afternoons (after school) each quarter. During collaboration sessions, grade level teams look at student work, analyze data, and plan their next instructional steps based on their findings. A full-time site Resource Teacher is available to all grade level teams during collaboration sessions.

1) 2018-19 PD: Data Analysis, Social-Emotional Learning, Collaborative Conversations & Discussions, Teacher Collective & Student Efficacy, Success Criteria- General & Math, Achieve 3000, Smarty Ants, Illuminate, , ELPAC

2) 2017-18 PD: Data Analysis, Math: 3 Reads, 4 Corners, Achieve 3000, Smarty Ants, Illuminate, Deconstruction of Speaking & Listening Standard 1, ELPAC

3) 2016-17 PD: Data Analysis, Classroom Best Practices, Guided Reading Pillars, Wilda Storm Color-coding/ Sentence Building/ Text Types (K-1), Wilda Storm Interactive Notebooks/ 4T's/ 4E's (2-6), English Language Development, Achieve 3000

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,472	\$50,084
Mid-Range Teacher Salary	\$74,639	\$80,256
Highest Teacher Salary	\$99,421	\$100,154
Average Principal Salary (ES)	\$131,180	\$125,899
Average Principal Salary (MS)	\$0	\$130,255
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$292,319	\$222,447
Percent of District Budget		
Teacher Salaries	37.0	37.0
Administrative Salaries	5.0	5.0

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$11,052.02	\$3,446.46	\$7,605.56	\$83,304.00
District	♦	♦	\$166,094.33	\$77,385
State	♦	♦	\$11,548	\$80,910
Percent Difference: School Site/District			-200.0	14.3
Percent Difference: School Site/ State			14.5	6.1

* Cells with ♦ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

At Casillas, categorical funds are used to support students to meet California Content Standards (CCS) through a variety of measures. For the 2017-18 school year, monies were used to fund certain part-time classified positions (e.g., ELL Instructional Aide, Computer Tech, IA Behavioral Specialist). In addition, a Library Media Technician was also funded to support the students with selecting appropriate reading material and to maximize the services of the Library Media Center. Additional psychologist time was also funded by the District to support the needs of our special education students, as well as general education students who needed extra support. Finally, supplemental professional development & materials (e.g., Smarty Ants) were purchased to support the school focus of ELA instruction.

DataQuest

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

Internet Access

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