



Chula Vista Hills Elementary School

980 Buena Vista Way • Chula Vista, CA 91910-7133 • (619) 482-7066 • Grades K-6

Vanessa Lerma, Principal

vanessa.lerma@cvesd.org

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



Chula Vista Elementary School District

84 East J Street
Chula Vista, CA 91910-6100
(619) 425-9600
www.cvesd.org

District Governing Board

Leslie Ray Bunker
Armando Farias
Laurie K. Humphrey
Eduardo Reyes, Ed.D.
Francisco Tamayo

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

Chula Vista Hills is one of 49 schools in the Chula Vista Elementary School District, including five dependent and three independent charter schools. Chula Vista Hills was dedicated on February 16, 1989. The school lies west of Southwestern College on a 10-acre site adjoining two Chula Vista parks. A well-lit parking area and landscaped grounds greet visitors, staff, and students. Each of five buildings has four classrooms, a central workroom, and four offices. Five portables house four classrooms and a YMCA daycare program.

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.

School Focus

At CV Hills we are focused on using the workshop model to instill a love of reading and writing in our students. Teachers regularly use thinking routines to engage students in critical thinking and collaborative conversations. This year, we are building our expertise around the practice of conferring so that we can meet students where they are and provide differentiated and personalized support for their learning. At CV Hills we are also committed to building relationships with our students and families and ensure that social emotional learning is part of our daily instruction.

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	114
Grade 1	65
Grade 2	78
Grade 3	64
Grade 4	75
Grade 5	76
Grade 6	90
Total Enrollment	562

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.9
American Indian or Alaska Native	0.9
Asian	3.2
Filipino	6.8
Hispanic or Latino	62.6
Native Hawaiian or Pacific Islander	0.7
White	14.9
Socioeconomically Disadvantaged	40.7
English Learners	19.9
Students with Disabilities	10.1
Foster Youth	0.0

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			
Chula Vista Hills Elementary School	16-17	17-18	18-19
With Full Credential	24	25	25
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	NA		
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			
Chula Vista Hills Elementary	16-17	17-18	18-19
Teachers of English Learners			
Total Teacher Misassignments			
Vacant Teacher Positions			

* 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 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%

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: 11/5/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	200 Work Room: Sink has no hot water and is dirty 300 Work Room: Sink missing handles; ceiling tile dirty; cabinets not secure to wall 304 Office: Stain on ceiling tile; messy room CR 202: Computer plug missing; vents dirty CR 203: Cabinet black strip loose; cobwebs on ceiling corner; vents dirty; entrance door doesn't shut properly CR 204: Lysol spray bottle under sink; sink door loose black molding; door entrance scratched; bookcase not secured to wall CR 301: Top vents dirty CR 302: Entrance rug stains CR 501: Rug stains; bookcase not secure to wall; ceiling tile cracked; black strip bottom loose CR 502: Dirty AC vents; bookcase not secure to wall CR 503: Sink low pressure; 2 lights out CR 504: 2 lights out; missing blinds; hole on window (bb gun hole); door doesn't shut properly; weather stripping is ripped on door Library Mens RR: Door vent rusty and dirty; middle stall toilet seat is loose; stained door Library Office: Ceiling tile cracked; dusty window seals; hot water not working; library office clutter; library door won't shut properly Library Women's RR: Door vent little dirty
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	CR 303: 2 stained ceiling tile; transition piece carpet to floor loose - work order was submitted CR 702: 4 stained ceiling tiles; stained AC vents; cabinet doors under sink loose; window seals dusty CR 703: 2 stained ceiling tiles; stained AC vents; spider webs around window seals; front door won't shut on its own Library: Vents dirty; stain on ceiling tile; carpet stains

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/5/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Electrical: Electrical	Good	201 Office: 1 light out 202 Office: 1 light off 301 office: Light out 500 External Custodian: Light out; covers loose CR 202: Computer plug missing; vents dirty CR 402: Ceiling tiles stained; window seals dirty; socket face plate broken, AC vents dirty CR 503: Sink low pressure; 2 lights out CR 504: 2 lights out; missing blinds; hole on window (bb gun hole); door doesn't shut properly; weather stripping is ripped on door CR 602: Broken pencil sharpener; drinking fountain knob comes off; dirty window seal; stained AC vents Multiple Purpose: one lamp out; metal door strip is bent; tack board is dirty; wather strip is pealing
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	705 YMCA: Electric outlet cover missing; stained carpet, spider webs on window seals, back door not shutting CR 304: Entrance door doesn't close properly; 1 light off; black plastic trimming loose CR 604: 1 light out; stained AC vents; dirty window seals 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	Good	CR 204: Lysol spray bottle under sink; sink door loose black molding; door entrance scratched; bookcase not secured to wall CR 701: unmarked spray bottle; 1 light out; dirty window seal; cabinet door under sink loose; stained ceiling tile; door won't shut Stage Storage: Hand rail loose; dirty walls
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	300 Electrical (external Main Electrical): Threshold loose, no screws
Overall Rating	Good	Met with principal who spoke with custodian. Job orders were placed.

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	65.0	68.0	62.0	65.0	48.0	50.0
Math	63.0	61.0	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	306	300	98.04	68.00
Male	166	164	98.80	70.12
Female	140	136	97.14	65.44
Black or African American	11	11	100.00	72.73
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	14	14	100.00	85.71
Hispanic or Latino	202	196	97.03	62.76
Native Hawaiian or Pacific Islander	--	--	--	--
White	43	43	100.00	76.74
Two or More Races	23	23	100.00	82.61
Socioeconomically Disadvantaged	143	138	96.50	59.42
English Learners	90	89	98.89	56.18
Students with Disabilities	50	46	92.00	41.30

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	306	299	97.71	61.2
Male	166	164	98.8	67.07
Female	140	135	96.43	54.07
Black or African American	11	11	100	63.64
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	14	14	100	78.57
Hispanic or Latino	202	195	96.53	54.36
Native Hawaiian or Pacific Islander	--	--	--	--
White	43	43	100	67.44
Two or More Races	23	23	100	91.3
Socioeconomically Disadvantaged	143	137	95.8	46.72
English Learners	90	88	97.78	50
Students with Disabilities	50	46	92	60.87

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 person: Principal Vanessa Lerma

Contact Person Phone Number (619) 482-7066

Parent involvement and participation are vital to student success. Chula Vista Hills' parents participate 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, principal's weekly parent email, on the school marquee, 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.

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 through our Cheetah SPRINT expectations: Safe, Positive, Respectful, Innovative, Nurturing, Thinkers. These expectations are explicitly taught and modeled to our students. This year, 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 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 in October 2018.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	0.7	1.0	1.5
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	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 (non-teaching)	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+		
	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	22	22	23	1	2		4	3	5			
1	21	24	22	1		1	2	3	2			
2	23	23	20			1	3	3	3			
3	23	24	21				3	3	3			
4	27	25	25				3	3	3			
5	29	28	25				2	3	3			
6	27	25	30				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

In the last few years, CV Hills teachers have received professional development around Lucy Calkins' Reading and Writing Units of Study. 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; attending regional workshops and trainings; and through on-site coaching and professional development provided by our school Resource Teacher.

Over the last two 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.

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	\$9,704.48	\$2,191.96	\$7,512.53	\$79,900.00
District	♦	♦	\$166,094.33	\$77,385
State	♦	♦	\$11,548	\$80,910
Percent Difference: School Site/District			-200.0	10.2
Percent Difference: School Site/ State			13.3	1.9

* 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

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. Students receive additional intervention/enrichment opportunities including:

- Imagine Learning English - A computer-based interactive program to teach and reinforce English as a Second Language.
- 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
- Reset and Recovery Room - Socio-Emotional Support
- VAPA Teachers for Music, Art, PE, and Technology for all students

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

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.