Fred H. Rohr Elementary School
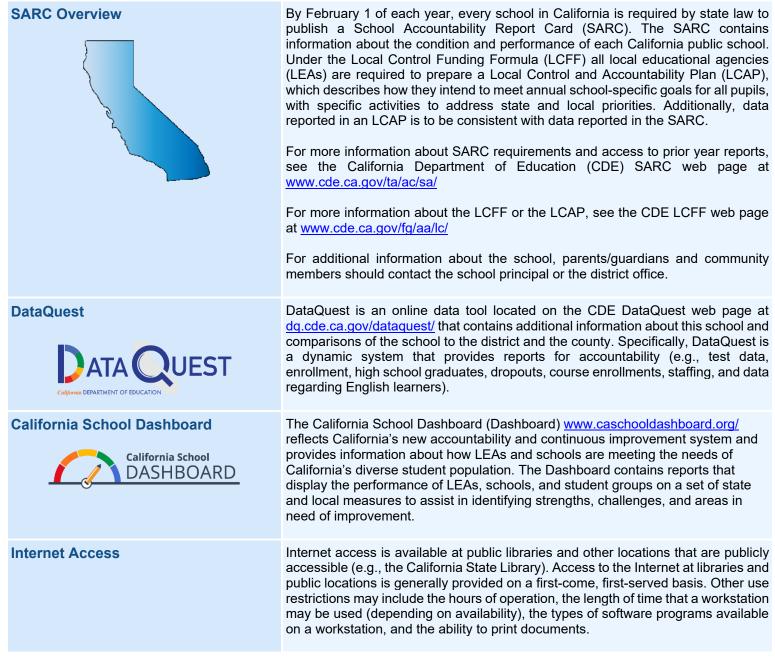## 2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/ For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2021-22 School Contact Information

School Name	Fred H. Rohr Elementary School
Street	1540 Malta Avenue
City, State, Zip	Chula Vista, CA 91911
Phone Number	(619) 420-5533
Principal	Mayra C. Reyes
Email Address	mayra.reyes@cvesd.org
School Website	www.rohrlions.org
County-District-School (CDS) Code	37-68023-6037840

2021-22 District Contact Information

District Name	Chula Vista Elementary School District
Phone Number	(619) 425-9600
Superintendent	Oscar Esquivel, Interim Superintendent
Email Address	oscar.esqivel@cvesd.org
District Website Address	www.cvesd.org

2021-22 School Overview

Description
Fred H. Rohr School is one of 52 schools in the Chula Vista Elementary School District, including charters. Rohr School was built in 1965. During the summer of 2004 the entire school underwent a complete remodel. The school is situated in a park-like setting. The buildings consist of three instructional pods of six classrooms each, a kindergarten wing of two classrooms, two portable classrooms and an administration wing that includes an auditorium/cafeteria and library. With the District's support of Local Control Accountability Plan funds, the school has weekly visual and performing arts instruction for the students in the areas of visual art, music, and physical education. This year 3rd-6th grade students are able to participate in a string orchestra program in partnership with the San Diego Symphony as a VH1 Save the Music grant. Integrated technology in the content areas is taught to K-6th grades students in the classroom; additionally the school is utilizing Accelerated Reader, Achieve 3000, and Smarty Ants computer programs. Furthermore, Rohr has added iReady and Go Math digital resources to support math instruction.

Rohr has embarked on a three year Professional Learning Cycle focused on creating a balanced literacy program in all classrooms. The learning cycles are centered on interactive read-aloud, shared reading, guided reading, and independent reading. Next year, the integration of writing within and across the curriculum will be a focus for school-wide learning.   The professional learning cycle will deepen the understanding of reading and writing instruction to positively impact our school community. As we embarked this year on the Distance Learning setting, the Rohr community is working diligently to ensure literacy skills continue to be developed through the integration of digital resources and platforms.

Vision
The Rohr Community is committed to creating a challenging and nurturing environment where all students are valued, loved, and respected. Through the cooperative efforts of staff, students evolve into innovative thinkers, socially responsible citizens and lifelong learners who positively influence the world around them.

Mission
Each day the Rohr Community will provide a safe and nurturing learning community for each individual child to grow and flourish. All educators will model, instruct, and provide rigorous instruction to all students in all content areas.

2021-22 School Overview

The teachers and staff have developed the "ROAR" values of being respectful, owning choices, always being safe, and being responsibility. These are the building blocks toward student success and life-long learning. These basic values and beliefs are the foundation upon which we build our daily instruction and for our students to be successful in life. In keeping with the Chula Vista Elementary School District's core value, Rohr staff believes all students are unique, special, and individuals of great worth!

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	38
Grade 1	38
Grade 2	36
Grade 3	34
Grade 4	52
Grade 5	40
Grade 6	40
Total Enrollment	278

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.8
Male	53.2
American Indian or Alaska Native	0.4
Asian	1.4
Black or African American	1.8
Filipino	4
Hispanic or Latino	87.4
Two or More Races	2.2
White	2.9
English Learners	41.4
Foster Youth	0.7
Homeless	0.4
Socioeconomically Disadvantaged	84.2
Students with Disabilities	25.9

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	11.8	78.9	1227.0	88.7	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	5.1	0.4	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.4	3.3	31.4	2.3	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0	14.0	1.0	12115.8	4.4
Unknown	2.6	17.7	106.0	7.7	18854.3	6.9
Total Teaching Positions	14.9	100.0	1383.7	100.0	274759.1	100.0

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	0.4
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.4

2020-21 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

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

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

Year and month in which the data were collected	January 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance.	Yes	0%
Mathematics	GoMath K-6, English and Spanish. Adopted in 2015.	Yes	0%
Science	Houghton-Mifflin Science series for Kindergarten to Sixth Grade English and Spanish. Adopted Spring 2008.	Yes	0%

| History-Social Science | Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish). Adopted Spring 2007. | No | 0% |

School Facility Conditions and Planned Improvements

Classroom space at our 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. Custodial staff performs basic cleaning operations daily.

This year we have updated the document projectors in each of the classrooms.

| Year and month of the most recent FIT report | 10/5/2020 |

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		200 Boys RR: dirty doors, behind bathroom door tile has a hole, outside sign faded 201 CR: 3 lights out, stains on carpet 300 Men's RR: holes on ceramic tile 400 Girls RR: faded sign 404 CR: Stains on carpet, ceiling stains. 405 CR: 2 lights out, light fixture loose, pencil sharpener missing cover, stains on carpet. 406 CR: Sink door broken, bottom plastic separating
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		201 CR: 3 lights out, stains on carpet 202 CR: Ceiling tile off grid, 5 lights out. 210 PTA: 1 light out. 306 CR: 1 light out. 400 Storage: Expose wiring on ceiling, cobwebs, light switch hole to big. 403 CR: 3 lights out. 405 CR: 2 lights out, light fixture loose, pencil sharpener missing cover, stains on carpet.

School Facility Conditions and Planned Improvements

			408 Work Room: fire extinguisher blocked, 1 light out 409 Book Room: 2 lights out, door not closing properly
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		200 Boys RR: dirty doors, behind bathroom door tile has a hole, outside sign faded 200 Girls RR: #2 sink needs re caulking, faded sign 406 CR: Sink door broken, bottom plastic separating 503: handles missing on sink cabinet
Safety: Fire Safety, Hazardous Materials	X		408 Work Room: fire extinguisher blocked, 1 light out Lounge: Under sink WD-40 Can
Structural: Structural Damage, Roofs	X		MP: breezeway wood damage
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		204 CR: 409 Book Room: 2 lights out, door not closing properly 502 Kinder: Lunch arbor wood peeling and needs paint Lower Play Toy: Paint peeling, spiderwebs. Lower Playground: bench behind backstop broken Upper Playground: benches need paint

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes	**State Priority: Pupil Achievement**

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

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	169	NT	NT	NT	NT
Female	80	NT	NT	NT	NT
Male	89	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	146	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	62	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	149	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	39	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	169	NT	NT	NT	NT
Female	80	NT	NT	NT	NT
Male	89	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	146	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	62	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	149	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	39	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

A3000 Student Groups	A3000 Total Enrollment	A3000 Number Tested	A3000 Percent Tested	A3000 Percent Not Tested	A3000 Percent At or Above Grade Level
All Students	166	159	96	4	27
Female	80	76	95	5	31
Male	86	83	97	3	22
American Indian or Alaska Native	1	1	100	0	0
Asian	8	8	100	0	63

Black or African American	4	4	100	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	144	139	97	3	25
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	3	3	100	0	0
White	6	4	67	33	50
English Learners	65	60	92	8	12
Foster Youth	1	1	100	0	0
Homeless	0	0	0	0	0
Military	4	4	100	0	25
Socioeconomically Disadvantaged	143	137	96	4	27
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	42	40	95	5	7

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	166	161	97	3	12
Female	80	78	98	3	10
Male	86	83	97	3	14
American Indian or Alaska Native	1	1	100	0	0
Asian	8	8	100	0	50
Black or African American	4	4	100	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	144	140	97	3	10
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	3	3	100	0	0
White	6	5	83	17	17
English Learners	65	61	94	6	6
Foster Youth	1	1	100	0	0
Homeless	0	0	0	0	0
Military	4	4	100	0	0
Socioeconomically Disadvantaged	143	139	97	3	10
Students Receiving Migrant Education Services	0	0	0	0	0

Students with Disabilities	42	39	93	7	5

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	--	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	42	NT	NT	NT	NT
Female	18	NT	NT	NT	NT
Male	24	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	37	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	14	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	36	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	NT	NT	NT	NT

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Contact person: Principal Ms. Mayra C. Reyes
Contact Person Phone Number 619-420-5533

Research shows a high correlation between parent involvement and effective schools. Rohr staff encourages parents to visit and become active participants in the school. Rohr School has an active PTA, ELAC and SSC. Parents partner with the staff at Rohr to make suggestions to improve and enhance the learning environment at Rohr. This year our goal is to create activities that will promote the school and home connection. We have created numerous school events such as movie night, harvest festival, and parent workshops to promote the partnership. The staff and the PTA has made it a goal to promote school attendance by recognizing classrooms and students that maintain perfect attendance. The principal has conducted coffee with the principal sessions to discuss topics of interest relevant to school attendance, budget, student academic achievement and English Learner instructional needs in the ELAC and SSC meetings. Our goal at Rohr is to foster lasting relationship with parents to promote student success. The CVESD "Student Based Decision Making" philosophy guides all of our decisions.

Parents are encouraged to call 619-420-5533 in order to find out more about becoming involved in school activities. Spanish translation is also available for parents and guardians. Information is posted weekly on the school blog, through the parent newsletter, and automated phone calls made to the households to keep parents informed. In addition, Rohr will continue to communicate with parents via technology. Rohr has created a Twitter account, Class Dojo school account, and a Wordpress parent blog.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	292	289	68	23.5
Female	135	135	36	26.7
Male	157	154	32	20.8
American Indian or Alaska Native	1	1	1	100.0
Asian	4	4	0	0.0
Black or African American	7	6	2	33.3
Filipino	11	11	0	0.0
Hispanic or Latino	254	252	62	24.6
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	6	6	2	33.3
White	9	9	1	11.1
English Learners	130	130	33	25.4
Foster Youth	2	2	0	0.0
Homeless	5	5	4	80.0
Socioeconomically Disadvantaged	246	244	59	24.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	76	75	21	28.0

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	1.53	0.00	0.79	0.02	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	0.56	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

The School Safety Plan was shared with the Rohr Community throughout the Winter of 2021 and adopted by the School Site Council in November 2021.

During our ELAC and SSC meetings in November 2021, there was time for parents and families to provide input on safety concerns around campus. The community was invited to the meeting via a school messenger call, it was announced in our school newsletter for two weeks prior to the meeting, the parent newsletters was posted on our school blog for the two weeks prior to the event, the event was posted on Class Dojo during the week of December 7, 2020. Time was provided during public comment for the general public to give their input and feedback on the Safety Plan. All communication was provided in both English and Spanish to ensure the appropriate avenues were utilized to reach the community.   The plan was approved by Site Council in November 2021.

Student safety and well being are promoted by the following activities which include and are not limited to: emergency, fire, and evacuation drills, drug and alcohol prevention programs, and child abuse awareness programs for students and parents. Playground supervision by both certified and classified staff, and continued utilization of the Safety Patrol to monitor students' movement across busy intersections, play a key role in maintaining discipline and safety on campus. The school-wide "ROARing" expectations are the guiding principles to support student behavior. The school psychologist and social worker conduct weekly social growth groups for recommended students and a SDSU intern provides additional sessions under their supervision. The principal conducts classroom visits, and holds assemblies for all students. Student expectations are reviewed quarterly by teachers and students are honored who demonstrate exemplary behavior to their peers and others. Students who have made progress in academics and citizenship are recognized at the quarterly assembly.

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	3		
1	23		1	
2	21		2	
3	23		2	
4	20	1	1	
5	30		1	
6	23	1	2	

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	1	1	
1	11	3		
2	13	2	1	
3	16	1	2	
4	14	1	2	
5	12	2	1	
6	14	2	1	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	10	3	1	
1	13	3		
2	12	2	1	
3	11	3		
4	17	1	2	
5	13	2	1	
6	13	2	1	

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Nurse	0.5
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	16,022.12	6,153.83	9,868.29	84,889
District	N/A	N/A	190,145,679	$82,315
Percent Difference - School Site and District	N/A	N/A	-200.0	3.1
State			$8,444	$85,863
Percent Difference - School Site and State	N/A	N/A	15.6	-1.1

2020-21 Types of Services Funded

Most categorical fund expenditures are for classroom services and supplies, including employee salaries and fringe benefits. Title I funds were used to pay for professional development, computer software programs, reading and math intervention support, one additional day of Psychologist services, and instructional material that supported the teachers and were a direct service to all Rohr students. Title I parent participation fund is earmarked for parent involvement and academic workshops that will impact their children's learning.

The Rohr School Site Council approved the hiring of an Instructional Assistant to provide push-in services to upper grade teachers during their instructional math block. The instructional assistant for reading provides targeted, early reading skills to identified students. The instructional assistant uses SIPPS to provided focused early literacy skills throughout the day. In addition, SIPPS is part of the daily instruction in classrooms.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$51,655	$52,060
Mid-Range Teacher Salary	$77,932	$84,043
Highest Teacher Salary	$103,806	$107,043
Average Principal Salary (Elementary)	$137,246	$133,582
Average Principal Salary (Middle)	$0	$138,803
Average Principal Salary (High)	$0	$133,845
Superintendent Salary	$308,616	$240,628
Percent of Budget for Teacher Salaries	37%	35%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

Each year, a variety of professional improvement activities are offered for the staff. Activities reflect the school's goals and objectives and are part of Rohr's Single Plan for Student Achievement.

A weekly system for teacher collaboration provides teachers with the opportunity to deconstruction standards, analyze data, and design standards based instruction that address the students' academic needs. During the 2019-2020 school year, the Kinder-6th grade teachers started using the Benchmark Education Advance Literacy Curriculum. With the support of the Benchmark Education consultants, teachers have been able to effective utilize the resources to execute the Common Core standards in the classroom.This year, we have had classroom modeling and coaching to solidify the information in collaboration with the Benchmark Education consultants. The past three years, the staff has participated with other district schools in the implementation of the Common Core math standards by utilizing the math framework to structure lessons and determine appropriate strategies to meet students' needs.

Throughout these past three years the staff also participated in many staff development sessions that included opportunities for training in the English Language Arts, Math, and English Language Development Standards areas which include:

- The school's primary professional development focus was on the reading and writing differentiated instruction for all students in a balanced literacy program.
- There has been school-wide professional learning for all staff on Tier 1 Positive Behavior Intervention System
- Gradual Release of Responsibility Training, including learning intentions and success criteria.
- Instructional Leadership Team, focusing on the implementation of a professional learning cycle to develop teacher expertise in read-aloud, shared reading, and guided reading.
- Math professional development on problem solving and the use of the math teaching standards
- . Quarterly collaboration with Special Day Teachers and support staff to align with school-wide professional learning focus

Rohr teachers participated in professional development through staff development activities in the areas of Language Arts, English Language Development and Math; subgroup focus is Students with Disability and English Learners. Quarterly monitoring is conducted with leadership to monitor student growth in all target groups.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	27	27	

Chula Vista Elementary School District
2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Chula Vista Elementary School District
Phone Number	(619) 425-9600
Superintendent	Oscar Esquivel, Interim Superintendent
Email Address	oscar.esqivel@cvesd.org
District Website Address	www.cvesd.org

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	13068	6	0.05	99.95	--
Female	6294	1	0.02	99.98	--
Male	6774	5	0.07	99.93	--
American Indian or Alaska Native	28	0	--	100.00	--
Asian	334	0	0.00	100.00	--
Black or African American	539	0	0.00	100.00	--
Filipino	1341	0	0.00	100.00	--
Hispanic or Latino	8810	4	0.05	99.95	--
Native Hawaiian or Pacific Islander	45	0	0.00	100.00	--
Two or More Races	646	0	0.00	100.00	--
White	1325	2	0.15	99.85	--
English Learners	2860	3	0.10	99.90	--
Foster Youth	47	0	0.00	100.00	--
Homeless	154	0	0.00	100.00	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	6569	0	0.00	100.00	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	2097	6	0.29	99.71	--

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	13068	6	0.05	99.95	--
Female	6294	1	0.02	99.98	--
Male	6774	5	0.07	99.93	--
American Indian or Alaska Native	28	0	--	100.00	--
Asian	334	0	0.00	100.00	--
Black or African American	539	0	0.00	100.00	--
Filipino	1341	0	0.00	100.00	--
Hispanic or Latino	8810	4	0.05	99.95	--
Native Hawaiian or Pacific Islander	45	0	0.00	100.00	--
Two or More Races	646	0	0.00	100.00	--
White	1325	2	0.15		--
English Learners	2860	3	0.10	99.90	--
Foster Youth	47	0	0.00	100.00	--
Homeless	154	0	0.00	100.00	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	6569	0	0.00	100.00	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	2097	6	0.29	99.71	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

A3000 Student Groups	A3000 Total Enrollment	A3000 Number Tested	A3000 Percent Tested	A3000 Percent Not Tested	A3000 Percent At or Above Grade Level
All Students	13002	12287	95	5	53
Female	6269	5977	95	5	55
Male	6733	6310	94	6	52
American Indian or Alaska Native	29	28	97	3	48
Asian	1752	1662	95	5	77

Black or African American	526	489	93	7	56
Filipino	0	0	0	0	0
Hispanic or Latino	8711	8260	95	5	46
Native Hawaiian or Pacific Islander	40	39	98	3	65
Two or More Races	607	571	94	6	67
White	1337	1238	93	7	65
English Learners	3019	2856	95	5	21
Foster Youth	38	35	92	8	21
Homeless	55	49	89	11	18
Military	1436	1338	93	7	69
Socioeconomically Disadvantaged	6841	6449	94	6	39
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1975	1692	86	14	20

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

iReady Student Groups	A3000 Total Enrollment	A3000 Number Tested	A3000 Percent Tested	A3000 Percent Not Tested	A3000 Percent At or Above Grade Level
All Students	13002	12276	94	6	27
Female	6269	5959	95	5	26
Male	6733	6317	94	6	28
American Indian or Alaska Native	29	28	97	3	31
Asian	1752	1660	95	5	56
Black or African American	526	487	93	7	23
Filipino	0	0	0	0	0
Hispanic or Latino	8711	8251	95	5	20
Native Hawaiian or Pacific Islander	40	39	98	3	30
Two or More Races	607	573	94	6	39
White	1337	1238	93	7	35
English Learners	3019	2858	95	5	8
Foster Youth	38	35	92	8	3
Homeless	55	49	89	11	4
Military	1436	1333	93	7	39
Socioeconomically Disadvantaged	6841	6430	94	6	15
Students Receiving Migrant Education Services	0	0	0	0	0

Students with Disabilities	1975	1729	88	12	9

*At or above the grade-level standard in the context of the local assessment administered.