

# Greg Rogers 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/](http://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/fq/aa/lc/](http://www.cde.ca.gov/fq/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/](http://dq.cde.ca.gov/dataquest/) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://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

<b>School Name</b>	Greg Rogers Elementary School
<b>Street</b>	510 East Naples Street
<b>City, State, Zip</b>	Chula Vista, CA 91911
<b>Phone Number</b>	(619) 656-2082
<b>Principal</b>	Janette Ridgels
<b>Email Address</b>	janette.ridgels@cvesd.org
<b>School Website</b>	
<b>County-District-School (CDS) Code</b>	37-68023-6037857

## 2021-22 District Contact Information

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

## 2021-22 School Overview

**Vision:** Students of Greg Rogers Elementary School will be prepared, productive, literate, critical thinkers who contribute to a global society in the 21st Century.

**Focus:** Rogers Instructional Focus is teacher clarity. When teachers are clear about what students are learning and how they can be successful in learning it student learning can reach its full potential. Rogers is focused on increasing achievement for its English Language Learners through daily designated English Language Development instruction.

Greg Rogers School is a unique campus that serves both general education students and students with disabilities. There are approximately 400 preschool through 6th-grade students currently enrolled at this site. The special education population consists of approximately 150 students ranging from students with learning disabilities to students with multiple disabilities. Services are also provided for a state-funded preschool program. Housed at Greg Rogers is California Children Services for occupational and physical therapy, Parent Intervention Program(PIP), Support Team For Autism Spectrum And At-Risk Students(STAARS), and the Occupational Therapy program. All students at Rogers Elementary are held to the highest academic standards and all teachers have high expectations for student achievement. At Rogers, we believe Once a Pirate Always a Pirate and we practice Pirate P.R.I.D.E in many ways. Pride stands for Practicing Procedures, being Respectful, being Inclusive, being Dependable and Aiming for Excellence.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	59
Grade 1	51
Grade 2	39
Grade 3	45
Grade 4	51
Grade 5	52
Grade 6	62
Total Enrollment	359

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	38.7
Male	61.3
Asian	1.1
Black or African American	5.8
Filipino	8.1
Hispanic or Latino	71.9
Native Hawaiian or Pacific Islander	0.3
Two or More Races	3.6
White	8.4
English Learners	16.7
Homeless	0.3
Socioeconomically Disadvantaged	63.2
Students with Disabilities	40.9

## 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	16.0	69.6	1227.0	88.7	228366.1	83.1
<b>Intern Credential Holders Properly Assigned</b>	0.0	0.0	5.1	0.4	4205.9	1.5
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.0	0.0	31.4	2.3	11216.7	4.1
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.0	0.0	14.0	1.0	12115.8	4.4
<b>Unknown</b>	7.0	30.4	106.0	7.7	18854.3	6.9
<b>Total Teaching Positions</b>	23.0	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
<b>Permits and Waivers</b>	0.0
<b>Misassignments</b>	0.0
<b>Vacant Positions</b>	0.0
<b>Total Teachers Without Credentials and Misassignments</b>	0.0

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

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

## 2020-21 Class Assignments

Indicator	2020-21
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
<b>No credential, permit or authorization to teach</b> (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 and school have 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, electronic communication, and research.

Year and month in which the data were collected

January 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Benchmark Learning for Kindergarten to Sixth Grade Adopted Spring 2017	Yes	0%
<b>Mathematics</b>	GO Math Houghton Mifflin Harcourt- Kindergarten to sixth Grade Adopted Spring 2015	Yes	0%
<b>Science</b>	Houghton-Mifflin Science series for Kindergarten to Sixth Grade English and Spanish. Adopted Spring 2008.	Yes	0%
<b>History-Social Science</b>	Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish). Adopted Spring 2007.	Yes	0%

## School Facility Conditions and Planned Improvements

Greg Rogers (East) was built in 1962 and Greg Rogers (West) in 1963. We were remodeled in the summer of 2004 with a completion date of September 2004. There are 35 classes serving our students' educational needs. The school has an administrative wing of offices, a multipurpose room, kitchen, adaptive physical education room, a sensory room, and a therapeutic swimming pool.

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. None of the eight emergency facilities needs specified in Education Code Section 17592.72 (c)(1) exist at our school.

Year and month of the most recent FIT report

12/30/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		201 Kinder CR: stained carpet 503 CR: carpet stains. 704 CR: warped ceiling tile 706 CR: scratched ceiling tile 709 CR: Carpet stains, broken outlet covers Custodial Room: chip paint on corner wall. Kinder Work Room: Paint peeling around vent ceiling. Kitchen: Tile stains. Lounge: holes in wall from TV mount. Office: Stains on walls. Pool: anti Skid flooring in Boys R/R peeling, door knob hard to put in key from pool to PE room, floor is peeling, rust on door frame.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			711 CR: Door closes to fast, household products under sink stained carpet Multi-purpose Room: Utility room floor dirty, household products under sink.
<b>Electrical</b>	X			403

## School Facility Conditions and Planned Improvements

				<p>CR: 1 lamp out, door closes to fast, small refridgerator under sink</p> <p>505</p> <p>CR: Household products, electrical outlet (multiple), hook to another; small refridgerator under sink</p> <p>709</p> <p>CR: Carpet stains, broken outlet covers</p> <p>Bldg. 500 Custodian: light fixture missing guard; missing door closure cover</p> <p>Bldg. 500 Office: Door not closing properly, blue coverings over lights.</p> <p>Multi-purpose: missing light cover; improper storage of gas can and blower</p>
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			<p>708</p> <p>CR: Drinking fountain loose.</p> <p>710/711</p> <p>Restroom: Loose toilet seat.</p> <p>Lounge: missing faucet access cover</p> <p>Pool: anti Skid flooring in Boys R/R peeling, door knob hard to put in key from pool to PE room, floor is peeling, rust on door frame.</p>
<b>Safety:</b> Fire Safety, Hazardous Materials	X			<p>403</p> <p>CR: 1 lamp out, door closes to fast, small refridgerator under sink</p> <p>505</p> <p>CR: Household products, electrical outlet (multiple), hook to another; small refridgerator under sink</p> <p>710</p> <p>CR: Cleaning products under sink</p> <p>711</p> <p>CR: Door closes to fast, household products under sinkstained carpet</p> <p>Admin PE Room: Block door to MPR.</p> <p>Multi-purpose</p> <p>Room: Utility room floor dirty, household products under sink.</p> <p>Multi-purpose: missing light cover; improper storage of gas can and blower</p>
<b>Structural:</b> Structural Damage, Roofs	X			<p>308</p> <p>CR: projector not mount on ceiling, door closes to fast</p>

## School Facility Conditions and Planned Improvements

<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			305 CR: door closes to fast 306 CR: Front door closes too hard. 307 CR Computer Lab: Some blinds broken and missing. 308 CR: projector not mount on ceiling, door closes to fast 401 CR: Door closes to fast. 403 CR: 1 lamp out, door closes to fast, small refridgerator under sink 501 CR: door closes too fast 711 CR: Door closes to fast, household products under sinkstained carpet 802 SDC Preschool: Door entry not closing properly Bldg. 300 Safety Patrol: converted to school psychologist office it has no sign Bldg. 400 Work Room: door doesn't close properly Bldg. 400/500 RR: rusted door vents; boys rr door closure broken Bldg. 500 Work Room: door doesn't close properly Bldg. 500 Custodian: light fixture missing guard; missing door closure cover Bldg. 500 Office: Door not closing properly, blue coverings over lights. Bldg. 500 Speech Room: Door close to fast. Playground: yellow car missing bolts ; play toy small step and all landings need replaced Pool: anti Skid flooring in Boys R/R peeling, door knob hard to put in key from pool to PE room, floor is peeling, rust on door frame.
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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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (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	205	NT	NT	NT	NT
Female	83	NT	NT	NT	NT
Male	122	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	13	NT	NT	NT	NT
Filipino	16	NT	NT	NT	NT
Hispanic or Latino	147	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	21	NT	NT	NT	NT
English Learners	28	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	113	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	87	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	205	NT	NT	NT	NT
Female	83	NT	NT	NT	NT
Male	122	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	13	NT	NT	NT	NT
Filipino	16	NT	NT	NT	NT
Hispanic or Latino	147	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	21	NT	NT	NT	NT
English Learners	28	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	113	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	87	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	210	162	77	23	32
Female	86	72	84	16	36
Male	124	90	73	27	29
American Indian or Alaska Native	0	0	0	0	0
Asian	19	16	84	16	32

<b>Black or African American</b>	12	9	75	25	42
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	148	113	76	24	30
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	9	8	89	11	56
<b>White</b>	22	16	73	27	32
<b>English Learners</b>	33	27	82	18	21
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	1	1	100	0	0
<b>Military</b>	19	17	89	11	42
<b>Socioeconomically Disadvantaged</b>	136	102	75	25	24
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	85	49	58	42	11

\*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.

<b>iReady Student Groups</b>	<b>iReady Total Enrollment</b>	<b>iReady Number Tested</b>	<b>iReady Percent Tested</b>	<b>iReady Percent Not Tested</b>	<b>iReady Percent At or Above Grade Level</b>
<b>All Students</b>	210	171	81	19	17
<b>Female</b>	86	75	87	13	17
<b>Male</b>	124	96	77	23	16
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	19	17	89	11	26
<b>Black or African American</b>	12	10	83	17	25
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	148	120	81	19	14
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	9	8	89	11	33
<b>White</b>	22	16	73	27	18
<b>English Learners</b>	33	27	82	18	6
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	1	1	100	0	0
<b>Military</b>	19	18	95	5	21
<b>Socioeconomically Disadvantaged</b>	136	109	80	20	11
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0

<b>Students with Disabilities</b>	85	58	68	32	6
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\*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
<b>Science</b> (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
<b>All Students</b>	54	NT	NT	NT	NT
<b>Female</b>	19	NT	NT	NT	NT
<b>Male</b>	35	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	40	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	--	NT	NT	NT	NT
<b>English Learners</b>	--	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	29	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	26	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 Janette Ridgels      Phone Number: 619-656-2082

Research shows a high correlation between parent involvement and effective schools. Greg Rogers School has an active Parent-Teacher Association (PTA), which sponsors many projects for the benefit and welfare of the children.

The School Site Council plays an integral part in the programs and activities of the school by providing direction to staff on most site decisions and on the School Site Plan. All students are encouraged to contribute to their community and their school, thus our Student Council participates in fundraising activities such as Jump Rope For Heart, food drives and toy collections.

During the school year, a series of workshops are offered to parents through training opportunities and through our English Language Advisory Committee meetings that included sessions on Social Emotional Learning, Positive Behaviors and Supports, and state and local measures testing information. To address the Wellness Policy the school holds Special Olympics on a yearly basis. Parents, students, and community volunteers participate in activities geared towards a healthy, active lifestyle for all.

Spanish translation is available.



## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	380	369	84	22.8
Female	149	144	30	20.8
Male	231	225	54	24.0
American Indian or Alaska Native	0	0	0	0.0
Asian	4	4	0	0.0
Black or African American	23	22	4	18.2
Filipino	31	29	2	6.9
Hispanic or Latino	271	266	74	27.8
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	13	13	3	23.1
White	35	32	1	3.1
English Learners	71	70	19	27.1
Foster Youth	0	0	0	0.0
Homeless	1	1	1	100.0
Socioeconomically Disadvantaged	239	235	71	30.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	161	159	57	35.8

### 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
<b>Suspensions</b>	3.10	0.26	0.79	0.02	3.47	0.20
<b>Expulsions</b>	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
<b>Suspensions</b>	2.80	0.56	2.45
<b>Expulsions</b>	0.00	0.00	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.26	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.43	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	3.23	0.00
<b>Hispanic or Latino</b>	0.00	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	0.00	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	0.62	0.00

## 2021-22 School Safety Plan

Student safety and well-being are promoted by activities including emergency and earthquake preparedness drills, bus evacuation drills, playground supervision, bullying prevention week, restorative practices, Peace Patrol, School Safety Patrol, and Positive Behavior Interventions and Supports. We practice procedures for each location on campus to ensure a safe campus for all. Our school safety committee has created an effective plan to address the four pillars of safety. In addition procedures for dismissal and drop off, lunch, social distancing, and hygiene were created to ensure safety for all. The Safety Plan was approved in December 2021 by our Site Council.

## 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	24	0	1	
1	23	0	1	
2	24	1	1	
3	19	1	2	
4	26	2	1	
5	20	2	2	
6	26	2	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	10	4		
1	19	2		
2	14	3		
3	20	2		
4	21	1	1	
5	15	2	1	
6	25	1	1	
Other	10	9		

## 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	9	6		
1	20	2		
2	16	2		
3	17	1	1	
4	20	1	1	
5	13	2	1	
6	23	1	1	
Other	10	8		

## 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)	.5
Library Media Teacher (Librarian)	.5
Library Media Services Staff (Paraprofessional)	0
Psychologist	2.0
Social Worker	
Speech/Language/Hearing Specialist	4
Resource Specialist (non-teaching)	1.5
Other	1.5

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teacher 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	26,257.54	16,314.57	9,942.97	82,141
District	N/A	N/A	190,145,679	\$82,315
Percent Difference - School Site and District	N/A	N/A	-200.0	-0.2
State			\$8,444	\$85,863
Percent Difference - School Site and State	N/A	N/A	16.3	-4.4

## 2020-21 Types of Services Funded

This year we have utilized LCAP and Title 1 funds to support quality first instruction through the implementation of WILDA Strom, Write Up a Storm support, Designated English Language Development, High Impact Language Strategies including Collaborative Conversations, Guided Language Acquisition Design (GLAD) strategies, and Math Discourse routines. After-school tutoring has been provided in the area of language arts, and English language development.

## 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

Staff members at Greg Rogers understand the importance of quality instruction. Grade-level collaboration meetings and professional development assist teachers in coordinating instructional strategies to maximize effectiveness. Professional Development is also obtained through Professional Learning Cycles where teachers go through a cycle of training, safe practice, peer observation, and revision. At Rogers, we are implementing, Wilda Storm writing strategies across all grade levels. This is a solid research-based program providing many common core instructional strategies. Wilda in conjunction with the district-adopted curriculum provides balanced literacy and increases overall school performance for all students. Based on the analysis of our data, our Instructional Leadership Team determined that our focus for professional development would be on Visible Learning including teacher clarity, and Collaborative Conversations. We are also continuing our learning this year around Social Emotional Learning. Professional development is provided in many ways including during teacher collaboration, staff development days/times, and sometimes off-site. Implementation of professional development is supported by in-class coaching, peer observations within the professional learning cycle, and walkthroughs.

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			

# 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 (LARC).

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

<b>Email Address</b>	oscar.esquivel@cvesd.org
<b>District Website Address</b>	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.

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



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

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

<b>Students with Disabilities</b>	1975	1729	88	12	9
*At or above the grade-level standard in the context of the local assessment administered.					