



Greg Rogers Elementary School

510 East Naples Street • Chula Vista, CA 91911 • (619) 656-2082/3 • Grades K-6

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2016-17 School Accountability Report Card Published During the 2017-18 School Year



Chula Vista Elementary School District

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District Governing Board

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Matthew Tessier, Ed.D.

Assistant Superintendent, Innovation and Instruction Services and Support

School Description

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: Instruction will combine the elements of listening, speaking, reading and writing across the curriculum.

Greg Rogers School is a unique campus that serves both general education students and students with disabilities. There are approximately 443 preschool through 6th grade students currently enrolled at this site. The special education population consists of approximately 270 students ranging from students with learning disabilities to students with severe disabilities. Services are also provided for a state-funded preschool program. Housed at Greg Rogers is California Children Services for occupational and physical therapy, the district's Adaptive Physical Education program, Parent Intervention Program, Support Team For Autism Spectrum And At-Risk Students, the Occupational Therapy program, and the district's Special Education Fair. All students at Rogers Elementary are held accountable for the highest academic standards. In addition, all students strive for excellence in behavior, citizenship, honesty, and compassion for others.

About the SARC

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

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

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	56
Grade 1	60
Grade 2	63
Grade 3	67
Grade 4	61
Grade 5	76
Grade 6	67
Total Enrollment	450

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	4.7
American Indian or Alaska Native	0.2
Asian	2
Filipino	8.9
Hispanic or Latino	71.1
Native Hawaiian or Pacific Islander	0.7
White	10.4
Two or More Races	1.8
Socioeconomically Disadvantaged	58.4
English Learners	30.4
Students with Disabilities	35.1
Foster Youth	1.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Greg Rogers Elementary School	15-16	16-17	17-18
With Full Credential	26	29	25
Without Full Credential	1	0	1
Teaching Outside Subject Area of Competence	0	NA	0
Chula Vista Elementary School District	15-16	16-17	17-18
With Full Credential	♦	♦	1281
Without Full Credential	♦	♦	8
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Greg Rogers Elementary School	15-16	16-17	17-18
Teachers of English Learners	0		
Total Teacher Misassignments	0		
Vacant Teacher Positions	1		

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

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

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

The District's vision is to prepare students to succeed in the 21st Century and is committed to providing students with 21st century tools, and the necessary infrastructure to support said tools. The District 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.

Textbooks and Instructional Materials Year and month in which data were collected: August 2014	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin Reading K-6 and Houghton Mifflin Lectura K-6 Spanish. Adopted in 2002-03. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Mc Graw Hill Mathematics K-6, English and Spanish. Adopted in 2001-02. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Houghton-Mifflin Science series for Kindergarten to Sixth Grade English and Spanish. Adopted Spring 2008. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish). Adopted Spring 2007. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	N/A Percent of students lacking their own assigned textbook: N/A
Health	N/A Percent of students lacking their own assigned textbook: N/A
Visual and Performing Arts	N/A Percent of students lacking their own assigned textbook: N/A
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A Percent of students lacking their own assigned textbook: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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. Students are currently housed in five permanent and seven relocatable buildings. The school has an administrative wing of offices, an auditorium, cafeteria, kitchen, adaptive physical education 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.

In July of 2009 our entire school was fenced. It enhanced the safety of our site.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 1/19/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			201 Kinder CR: carpet wet northwst corner Pool: anti Skid foolring in Boys R/R peeling
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Bldg. 200 Storage: spider webs Multi-purpose: vents dirty
Electrical: Electrical		X		403 CR: 5 lamps out 404 CR: (7) 5 lamps out rusted (9) bubbler rusted 405 CR: (7) lamp out 503 CR: 3 lamps out 605 CCS: 4 lamps out 701 CR: 6 lamps out 702 Empty CR: 2 missing diffusers 703 Library: (7) lamps out 705 CR: 1 lamp out 706 CR: 4 lamps out 707 CR: 4 lamps out 709 CR: (7) lamps out 803 Preschool: 1 fixture out Bldg. 300 Work Room: (7) lamps out (lots) Bldg. 500 Custodian: light fixture missing guard (5) dirty vent Bldg. 500 Girls RR: 2 lamps out missing outlet cover Bldg. 500 Storage: 8 lamps out Hallway Men's RR: (7) lamp out Lounge: 6 lamps out Multi-purpose Room: (7) lamps out Principal: (7) lamps out Speech Room: (7) lamps out
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			404 CR: (7) 5 lamps out rusted (9) bubbler rusted 406 CR: bubbler low pressure 604 CCS: insta hot inop 711 CR: (9) 1 fixture does not work Admin Staff Women's RR: Door knob loose Bldg. 400/500 RR: rustor door vents Parent Intervention Room: faucet loose
Safety: Fire Safety, Hazardous Materials	X			401 CR: household cleaner under sink 704 CR: cleaning materials under sink 710 CR: (11) cleaning products under sink Admin: (10) fire alarm in trouble Bldg. 700 Electrical Room: (10) clutter, panels not accessible

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 1/19/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Structural: Structural Damage, Roofs	X			Bldg. 400/500 RR: rusted door vents
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Playground: yellow car missing bolts
Overall Rating	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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	53	53	62	62	48	48
Math	32	30	48	49	36	37

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

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	68	76	67	62	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	28.6	33.3	4.8

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

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	73	67	91.8	76.1
Male	36	34	94.4	76.5
Female	37	33	89.2	75.8
Hispanic or Latino	60	55	91.7	80.0
Socioeconomically Disadvantaged	45	43	95.6	79.1
English Learners	13	13	100.0	61.5
Students with Disabilities	25	22	88.0	77.3

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	276	264	95.65	52.65
Male	154	146	94.81	45.21
Female	122	118	96.72	61.86
Black or African American	12	12	100	50
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	25	22	88	72.73
Hispanic or Latino	205	198	96.59	51.01
Native Hawaiian or Pacific Islander	--	--	--	--
White	22	20	90.91	45
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	177	170	96.05	50
English Learners	103	96	93.2	41.67
Students with Disabilities	102	97	95.1	32.99
Foster Youth	--	--	--	--

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

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

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

School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	275	269	97.82	30.48
Male	154	149	96.75	30.87
Female	121	120	99.17	30
Black or African American	12	12	100	8.33
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	25	24	96	45.83
Hispanic or Latino	204	201	98.53	28.86
Native Hawaiian or Pacific Islander	--	--	--	--
White	22	20	90.91	35
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	176	173	98.3	24.86
English Learners	102	100	98.04	24
Students with Disabilities	102	98	96.08	18.37
Foster Youth	--	--	--	--

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

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2017-18)

Contact Person: Principal Kathryn Cruz Interim 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 fund raising activities such as Jump For Heart, food drives and toy collection.

During the 2017-18 school year, a series of workshops were offered to parents through training opportunities and through English Language Advisory Committee meetings that included sessions on how to work with their child in Common Core reading, math, writing, effective conferencing, and state and local measures testing information. Parents were also offered the opportunity to participate in an 8-week course offered through the Parent Institute for Quality Education, which covered topics ranging from basic school functions through preparation of students for college and careers by becoming actively engaged in their child's education. To address the Wellness Policy the school held a Healthy Family Expo. Parents and students participated in activities and presentation geared towards a healthy lifestyle.

Spanish translation is available.

State Priority: School Climate

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

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

School Safety Plan

Student safety and well-being is promoted by activities including emergency and earthquake preparedness drills, bus evacuation drills, playground supervision, drug and alcohol abuse prevention education programs, child abuse awareness, a program directed toward gang suppression, Peace Patrol, and School Safety Patrol. In July 2009, a fence was erected to control for the possibility of non-school personnel walking onto campus. This has provided a sense of safety for children playing throughout the school. To promote efficient communication during potential disasters, upgraded walkie-talkies were purchased to provide ample and effective communication across the entire campus. We have completed all requirements to participate in the Chula Vista Police Department School Watch Program. We look forward to additional eyes helping us keep the campus safe during our evenings and weekends. Last year, we officially were listed as a participant in the School Watch Program. Our school safety committee regularly updates and refines our safety procedures. The Safety Plan was approved on October, 2017 by our Site Council.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	0.4	1.5	0.0
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	0.7	0.6	0.6
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2013-2014
Year in Program Improvement	Year 4	Year 1
Number of Schools Currently in Program Improvement	16	
Percent of Schools Currently in Program Improvement	43.2	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0.6
Psychologist	3
Social Worker	0.2
Nurse	2
Speech/Language/Hearing Specialist	3.2
Resource Specialist	1
Other	0
Average Number of Students per Staff Member	
Academic Counselor	

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	15	20	18	4	1	2	1	2	2			
1	23	22	24				2	2	2			
2	23	23	21			1	2	2	1			
3	21	24	15	1		1	2	2	2			
4	27	29	23				2	2	2			
5	21	24	25	1	1	1	2	2	2			
6	21	17	19	2	3	2	2	2	2			
Other	14	11	13	3	6	4						

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

Professional Development provided for Teachers

Staff members at Greg Rogers understand the importance of quality instruction. Staff committee meetings and professional development assist teachers in coordinating instructional strategies to maximize effectiveness. At Rogers, we have implemented, Wilda Storm writing, a solid research based program, which in conjunction with district-adopted curriculum provides balanced literacy and increases overall school performance. During the 2015-16 school year, writing across the curriculum was a major focus for all of our students. Teachers received professional development from our district experts as well as classroom coaching in the implementation of the strategies through our resource teacher and the principal cohort trainings and professional development. In addition, with the implementation of school wide use of OARS we are now analyzing data to address student academic needs. This year, our staff meets on a regular basis to fine tune the Common Core instructional program that we are providing to the children of Greg Rogers School.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,672	\$48,678
Mid-Range Teacher Salary	\$70,414	\$78,254
Highest Teacher Salary	\$93,793	\$96,372
Average Principal Salary (ES)	\$124,057	\$122,364
Average Principal Salary (MS)		\$125,958
Average Principal Salary (HS)		\$126,758
Superintendent Salary	\$265,166	\$212,818
Percent of District Budget		
Teacher Salaries	38%	38%
Administrative Salaries	5%	5%

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

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$19,580.98	\$11,483.23	\$8,097.75	\$72,276.00
District	♦	♦	\$166,094.33	\$72,171
State	♦	♦	\$6,574	\$78,363
Percent Difference: School Site/District			9.1	1.5
Percent Difference: School Site/ State			34.3	-2.9

* Cells with ♦ do not require data.

Types of Services Funded

This year we have utilized summer school/ intersession funds to provide additional support to our students. After school tutoring has been provided in the area of mathematics, language arts, and English language development. We have also begun participation in the inter-district soccer league to provide our students with additional activities after hours. In addition, we have provided our Gifted and Talented students with after school Visual and Performing Arts enrichment classes two times per week, and funded strategic extra support for our English Language Learners bi-weekly.

DataQuest

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

Internet Access

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