



# Greg Rogers Elementary School

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

Janette Ridgels, Principal

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



### **Chula Vista Elementary School District**

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

#### **District Governing Board**

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

#### **District Administration**

Francisco Escobedo, Ed.D.  
**Superintendent**

Jeffrey Thiel, Ed.D.

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

Oscar Esquivel

**Deputy Superintendent, Business  
Services and Support**

Matthew Tessier, Ed.D.

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

### **School Description**

**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 509 preschool through 6th-grade students currently enrolled at this site. The special education population consists of approximately 200 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, Parent Intervention Program(PIP), Support Team For Autism Spectrum And At-Risk Students(STAARS), the Occupational Therapy program, and the district's Special Education Fair. 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 the SARC

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

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

| 2017-18 Student Enrollment by Grade Level |                    |
|-------------------------------------------|--------------------|
| Grade Level                               | Number of Students |
| Kindergarten                              | 50                 |
| Grade 1                                   | 56                 |
| Grade 2                                   | 67                 |
| Grade 3                                   | 70                 |
| Grade 4                                   | 63                 |
| Grade 5                                   | 61                 |
| Grade 6                                   | 76                 |
| <b>Total Enrollment</b>                   | <b>443</b>         |

| 2017-18 Student Enrollment by Group |                             |
|-------------------------------------|-----------------------------|
| Group                               | Percent of Total Enrollment |
| Black or African American           | 7.0                         |
| American Indian or Alaska Native    | 0.5                         |
| Asian                               | 2.3                         |
| Filipino                            | 9.7                         |
| Hispanic or Latino                  | 67.0                        |
| Native Hawaiian or Pacific Islander | 0.5                         |
| White                               | 10.6                        |
| Socioeconomically Disadvantaged     | 61.4                        |
| English Learners                    | 26.9                        |
| Students with Disabilities          | 32.5                        |
| Foster Youth                        | 0.2                         |

## 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               | 16-17 | 17-18 | 18-19 |
| With Full Credential                        | 29    | 25    | 24    |
| Without Full Credential                     | 0     | 1     | 0     |
| Teaching Outside Subject Area of Competence | NA    | 0     | 0     |
| Chula Vista Elementary School District      | 16-17 | 17-18 | 18-19 |
| With Full Credential                        | ♦     | ♦     |       |
| Without Full Credential                     | ♦     | ♦     |       |
| Teaching Outside Subject Area of Competence | ♦     | ♦     |       |

| Teacher Misassignments and Vacant Teacher Positions at this School |       |       |       |
|--------------------------------------------------------------------|-------|-------|-------|
| Greg Rogers Elementary School                                      | 16-17 | 17-18 | 18-19 |
| Teachers of English Learners                                       |       |       |       |
| Total Teacher Misassignments                                       |       |       |       |
| Vacant Teacher Positions                                           |       |       |       |

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

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

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

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

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

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

| <b>Textbooks and Instructional Materials</b><br><b>Year and month in which data were collected: January 2018</b> |                                                                                                                                                                                                                                                   |
|------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Core Curriculum Area</b>                                                                                      | <b>Textbooks and Instructional Materials/Year of Adoption</b>                                                                                                                                                                                     |
| <b>Reading/Language Arts</b>                                                                                     | Benchmark Learning for Kindergarten to Sixth Grade Adopted Spring 2017<br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0%                                    |
| <b>Mathematics</b>                                                                                               | GO Math Houghton Mifflin Harcourt- Kindergarten to sixth Grade Adopted Spring 2015<br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0%                        |
| <b>Science</b>                                                                                                   | Houghton-Mifflin Science series for Kindergarten to Sixth Grade English and Spanish. Adopted Spring 2008.<br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0% |
| <b>History-Social Science</b>                                                                                    | Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish). Adopted Spring 2007.<br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0%              |

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. 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.

| School Facility Good Repair Status (Most Recent Year)<br>Year and month in which data were collected: 10/4/2018 |               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-----------------------------------------------------------------------------------------------------------------|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| System Inspected                                                                                                | Repair Status | Repair Needed and Action Taken or Planned                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer                                                            | Good          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Interior:</b><br>Interior Surfaces                                                                           | Good          | 503<br>CR: Fountain knob loose, carpet stains.<br>801<br>SDC Preschool: Carpet stains, ceiling tile loose in storage of needs adjusting.<br>Conference<br>Room: Carpet stains<br>Custodial<br>Room: Floor tile stains, chip paint on corner wall.<br>Kinder<br>Work Room: Paint peeling around vent ceiling.<br>Kitchen: Tile stains.<br>Lounge: Carpet stains, holes in wall from TV mount.<br>Lounge: Carpet stains.<br>Office: Stains on walls.<br>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><br>Overall Cleanliness, Pest/ Vermin Infestation                                            | Good          | 705 A<br>Storage: Cobwebs, side storage missing light cover and very dirty.- Action Taken<br>Bldg. 200<br>Electrical Room: Cobwebs.- Action Taken<br>Bldg. 200<br>Storage: Wood cabinets dirty- Action Taken                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Electrical:</b><br>Electrical                                                                                | Fair          | 403<br>CR: 1 lamp out, door closes to fast, households under sink, Drinking fountain dirty.<br>406<br>CR: Faucet handle loose<br>503<br>CR: Fountain knob loose, carpet stains.<br>505<br>CR: Household, electrical outlet (multiple), hook to another, spray paint under sink.                                                                                                                                                                                                                                                                                                              |

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 10/4/2018**

| System Inspected                                                   | Repair Status | Repair Needed and Action Taken or Planned                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|--------------------------------------------------------------------|---------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                    |               | <p>506<br/>CR: Multiple outlet hook to another, carpet stains.</p> <p>703<br/>Library: Missing ceiling tile on storage room, missing electrical cover on one of the small offices.</p> <p>709<br/>CR: Carpet stains, broken outlet covers</p> <p>801<br/>SDC Preschool: Carpet stains, ceiling tile loose in storage of needs adjusting.<br/>Bldg. 500 Custodian: light fixture missing guard, dirty vent, hole in wall under sink.<br/>Bldg. 500 Office: Door not closing properly, blue coverings over lights.<br/>Multi-purpose<br/>Room: Utility room floor dirty, household under sink.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p><b>Restrooms/Fountains:</b><br/>Restrooms, Sinks/ Fountains</p> | Fair          | <p>202<br/>Kinder CR: Fountain knob loose.</p> <p>305<br/>CR: Drinking fountain knob loose.</p> <p>308<br/>CR: Hole on wall next to paper towel, projector not mount on ceiling, door closes to fast, Drinking fountain knob loose.</p> <p>501<br/>CR: Cobwebs between wall and cabinets, door closes too fast, Drinking fountain knob loose.</p> <p>502<br/>CR: spots on ceiling by door, Drinking fountain knob loose, low pressure.</p> <p>503<br/>CR: Fountain knob loose, carpet stains.</p> <p>708<br/>CR: Drinking fountain cobwebs loose.</p> <p>710/711<br/>Restroom: Loose toilet seat.</p> <p>801<br/>SDC Preschool: Carpet stains, ceiling tile loose in storage of needs adjusting.</p> <p>803<br/>Preschool: Restroom toilet water running, teacher says that plumber needs to repair properly.<br/>Bldg. 400/500 RR: rusted door vents and broken, loose toilet seat.<br/>Parent<br/>Intervention Room: faucet loose<br/>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> |
| <p><b>Safety:</b><br/>Fire Safety, Hazardous Materials</p>         | Good          | 505                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 10/4/2018**

| System Inspected                                                           | Repair Status | Repair Needed and Action Taken or Planned                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|----------------------------------------------------------------------------|---------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                            |               | CR: Household, electrical outlet (multiple), hook to another, spray paint under sink.<br>710<br>CR: Cleaning products under sink<br>Admin PE Room: Block door to MPR.<br>Psychologist<br>Room: Air refreshener                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Structural:</b><br>Structural Damage, Roofs                             | Good          | 308<br>CR: Hole on wall next to paper towel, projector not mount on ceiling, door closes to fast, Drinking fountain knob loose.<br>502<br>CR: spots on ceiling by door, Drinking fountain knob loose, low pressure.<br>703<br>Library: Missing ceiling tile on storage room, missing electrical cover on one of the small offices.<br>Bldg. 500 Custodian: light fixture missing guard, dirty vent, hole in wall under sink.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>External:</b><br>Playground/School Grounds, Windows/ Doors/Gates/Fences | Good          | 306<br>CR: Front door closes too hard.<br>307 CR<br>Computer Lab: Some blinds broken and missing.<br>308<br>CR: Hole on wall next to paper towel, projector not mount on ceiling, door closes to fast, Drinking fountain knob loose.<br>401<br>CR: Door closes to fast.<br>403<br>CR: 1 lamp out, door closes to fast, households under sink, Drinking fountain dirty.<br>501<br>CR: Cobwebs between wall and cabinets, door closes too fast, Drinking fountain knob loose.<br>711<br>CR: Door closes to fast, households under sink.<br>802<br>SDC Preschool: Door entry not closed properly, carpet stains, ceiling vent stains.<br>Bldg. 400/500 RR: rusted door vents and broken, loose toilet seat.<br>Bldg. 500 Custodian: light fixture missing guard, dirty vent, hole in wall under sink.<br>Bldg. 500 Speech Room: Door close to fast.<br>Playground: yellow car missing bolts steering wheel, small crack on play toy stairs, black top cracks. |

| School Facility Good Repair Status (Most Recent Year)<br>Year and month in which data were collected: 10/4/2018 |               |                                                                                                                                        |
|-----------------------------------------------------------------------------------------------------------------|---------------|----------------------------------------------------------------------------------------------------------------------------------------|
| System Inspected                                                                                                | Repair Status | Repair Needed and Action Taken or Planned                                                                                              |
|                                                                                                                 |               | 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. |
| Overall Rating                                                                                                  | Good          |                                                                                                                                        |

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

| 2017-18 CAASPP Results for All Students |                                                                                  |       |          |       |       |       |
|-----------------------------------------|----------------------------------------------------------------------------------|-------|----------|-------|-------|-------|
| Subject                                 | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) |       |          |       |       |       |
|                                         | School                                                                           |       | District |       | State |       |
|                                         | 16-17                                                                            | 17-18 | 16-17    | 17-18 | 16-17 | 17-18 |
| ELA                                     | 53.0                                                                             | 57.0  | 62.0     | 65.0  | 48.0  | 50.0  |
| Math                                    | 30.0                                                                             | 39.0  | 49.0     | 51.0  | 37.0  | 38.0  |

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

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

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

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

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

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

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

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| <b>Student Group</b>                       | <b>Total Enrollment</b> | <b>Number Tested</b> | <b>Percent Tested</b> | <b>Percent Met or Exceeded</b> |
|--------------------------------------------|-------------------------|----------------------|-----------------------|--------------------------------|
| <b>All Students</b>                        | 219                     | 214                  | 97.72                 | 56.81                          |
| <b>Male</b>                                | 121                     | 119                  | 98.35                 | 51.26                          |
| <b>Female</b>                              | 98                      | 95                   | 96.94                 | 63.83                          |
| <b>Black or African American</b>           | 14                      | 14                   | 100.00                | 42.86                          |
| <b>American Indian or Alaska Native</b>    | --                      | --                   | --                    | --                             |
| <b>Asian</b>                               | --                      | --                   | --                    | --                             |
| <b>Filipino</b>                            | 21                      | 21                   | 100.00                | 75.00                          |
| <b>Hispanic or Latino</b>                  | 152                     | 148                  | 97.37                 | 55.41                          |
| <b>Native Hawaiian or Pacific Islander</b> | --                      | --                   | --                    | --                             |
| <b>White</b>                               | 20                      | 19                   | 95.00                 | 52.63                          |
| <b>Two or More Races</b>                   | --                      | --                   | --                    | --                             |
| <b>Socioeconomically Disadvantaged</b>     | 137                     | 134                  | 97.81                 | 47.76                          |
| <b>English Learners</b>                    | 79                      | 78                   | 98.73                 | 48.72                          |
| <b>Students with Disabilities</b>          | 49                      | 45                   | 91.84                 | 28.89                          |

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

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

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



**School Year 2017-18 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group                       | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|-------------------------|
| All Students                        | 223              | 214           | 95.96          | 38.79                   |
| Male                                | 124              | 119           | 95.97          | 38.66                   |
| Female                              | 99               | 95            | 95.96          | 38.95                   |
| Black or African American           | 14               | 14            | 100            | 14.29                   |
| American Indian or Alaska Native    | --               | --            | --             | --                      |
| Asian                               | --               | --            | --             | --                      |
| Filipino                            | 22               | 21            | 95.45          | 47.62                   |
| Hispanic or Latino                  | 153              | 148           | 96.73          | 34.46                   |
| Native Hawaiian or Pacific Islander | --               | --            | --             | --                      |
| White                               | 22               | 19            | 86.36          | 73.68                   |
| Two or More Races                   | --               | --            | --             | --                      |
| Socioeconomically Disadvantaged     | 137              | 134           | 97.81          | 31.34                   |
| English Learners                    | 79               | 78            | 98.73          | 30.77                   |
| Students with Disabilities          | 54               | 46            | 85.19          | 32.61                   |

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

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

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

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2018-19)

Contact Person: Principal 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 For Heart, food drives and toy collections.

During the school year, a series of workshops are offered to parents through training opportunities and through 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.

**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, 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. We have also tightened up our dismissal procedure this year to ensure that all gates are locked 10 minutes after the bell rings to better secure the campus at the end of the day. Our school safety committee regularly updates and refines our safety procedures. The Safety Plan was approved in October 2018 by our Site Council.

| Suspensions and Expulsions |         |         |         |
|----------------------------|---------|---------|---------|
| School                     | 2015-16 | 2016-17 | 2017-18 |
| Suspensions Rate           | 1.5     | 0.0     | 0.6     |
| Expulsions Rate            | 0.0     | 0.0     | 0.0     |
| District                   | 2015-16 | 2016-17 | 2017-18 |
| Suspensions Rate           | 0.6     | 0.6     | 0.7     |
| Expulsions Rate            | 0.0     | 0.0     | 0.0     |
| State                      | 2015-16 | 2016-17 | 2017-18 |
| Suspensions Rate           | 3.7     | 3.7     | 3.5     |
| Expulsions Rate            | 0.1     | 0.1     | 0.1     |

**D. Other SARC Information**

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

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

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

### Average Class Size and Class Size Distribution (Elementary)

| Grade | Average Class Size |         |         | Number of Classrooms* |         |         |         |         |         |         |         |         |
|-------|--------------------|---------|---------|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|
|       |                    |         |         | 1-20                  |         |         | 21-32   |         |         | 33+     |         |         |
|       | 2015-16            | 2016-17 | 2017-18 | 2015-16               | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 |
| K     | 20                 | 18      | 15      | 1                     | 2       | 4       | 2       | 2       |         |         |         |         |
| 1     | 22                 | 24      | 23      |                       |         |         | 2       | 2       | 2       |         |         |         |
| 2     | 23                 | 21      | 21      |                       | 1       | 1       | 2       | 1       | 2       |         |         |         |
| 3     | 24                 | 15      | 21      |                       | 1       | 1       | 2       | 2       | 2       |         |         |         |
| 4     | 29                 | 23      | 29      |                       |         |         | 2       | 2       | 1       |         |         |         |
| 5     | 24                 | 25      | 23      | 1                     | 1       | 1       | 2       | 2       | 2       |         |         |         |
| 6     | 17                 | 19      | 22      | 3                     | 2       | 2       | 2       | 2       | 2       |         |         |         |
| Other | 11                 | 13      | 13      | 6                     | 4       | 2       |         |         |         |         |         |         |

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

### Professional Development provided for Teachers

Staff members at Greg Rogers understand the importance of quality instruction. Collaboration meetings and professional development assist teachers in coordinating instructional strategies to maximize effectiveness. At Rogers, we are implementing, Wilda Storm writing, a solid research-based program, which in conjunction with 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 English Language Development, Collaborative Conversations, and Math. In addition, Rogers has embarked on a journey into social-emotional learning and are participating in Restorative Practice Professional Development and Positive Behavior Interventions and Supports (PBIS) training. 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.

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

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

| FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries |                        |             |              |                        |
|--------------------------------------------------------------------|------------------------|-------------|--------------|------------------------|
| Level                                                              | Expenditures Per Pupil |             |              | Average Teacher Salary |
|                                                                    | Total                  | Restricted  | Unrestricted |                        |
| School Site                                                        | \$19,580.98            | \$11,483.23 | \$8,097.75   | \$72,276.00            |
| District                                                           | ♦                      | ♦           | \$166,094.33 | \$77,385               |
| State                                                              | ♦                      | ♦           | \$11,548     | \$80,910               |
| Percent Difference: School Site/District                           |                        |             | -200.0       | 0.1                    |
| Percent Difference: School Site/ State                             |                        |             | 20.8         | -8.1                   |

\* Cells with ♦ do not require data.

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

### Types of Services Funded

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 mathematics, language arts, and English language development. We also participate in the inter-district soccer, football, and basketball league to provide our students with additional activities after hours. In addition, we have provided our Gifted and Talented students with after-school Science, Technology, Engineering, Art and Math (STEAM) enrichment and Robotics through our Lego Mindstreams Program.

**DataQuest**

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

**Internet Access**

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