



Chula Vista Elementary School District

A GREAT PLACE TO LEARN!

Fred H. Rohr Elementary School

1540 Malta Avenue • Chula Vista, CA 91911 • (619) 420-5533 • Grades K-6
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<http://schools.cvesd.org/schools/rohr>

2014-15 School Accountability Report Card Published During the 2015-16 School Year



**"EACH CHILD IS AN INDIVIDUAL
OF GREAT WORTH"**

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The Chula Vista Elementary School District is committed to providing equal educational, contracting, and employment opportunity to all in strict compliance with all applicable state and federal laws and regulations. The District office that monitors compliance is the Human Resources Services and Support Office, 84 East J Street, Chula Vista, CA 91910, phone (619) 425-9600, extension 1340. Any individual who believes s/he has been a victim of unlawful discrimination in employment, contracting, or in an educational program may file a formal complaint with the District's Human Resources Office.

Description

Fred H. Rohr School is one of 45 schools in the Chula Vista Elementary School District. Our school was built in 1965. During the summer of 2004 the entire school underwent a complete remodel, the school is situated in a park like setting. The buildings consist of three instructional pods of six classrooms each, a kindergarten wing of two classrooms, two portable classrooms and an administration wing that includes an auditorium/cafeteria and library. Recently with the support of the Goodrich Foundation Grant and the American Heart Association Teaching Garden Grant which were awarded to the Rohr PTA, two projects have been addressed: First, a school garden was completed in December 2011 and then expanded in 2013, lessons in the areas of science and math are incorporated while growing organic fruits and vegetables. Second, a new computer lab was completed in September 2011 and wireless technology connection is completed at the school. The school was selected in July 2015 as a recipient of the VH1 Grant and with the support of the San Diego Symphony, we are beginning with strings instruction for all 4th-6th graders on a weekly basis. With the District's support of LCAP funds, the school has weekly fine arts instruction for the students in the areas of visual art, theatre art and music. Integrated technology in the content areas is taught to K-6th grades students in the classroom; additionally the school is utilizing Accelerated Reader, Achieve 3000, Imagine Learning, TenMarks Math and Successmaker computer programs. We provide for the educational, cultural, and support needs of the neighborhood through our after school YMCA Program.

Mission and Values

Our mission at Rohr School is to:

- * Provide quality education for all students;
- * Maintain consistent, high expectations of all students
- * Provide students with access and enrollment in the Fine Arts and
- * Provide integrated technology in content areas instruction to students

The teachers and staff believe that the basic values of Respect, Opportunity, Honesty, and Responsibility are the building blocks toward student success and life-long learning. These basic values and beliefs are the foundation upon which we build our daily instruction. We believe students who are RESPECTFUL, HONEST and who take RESPONSIBILITY for the many learning OPPORTUNITIES provided to them, will indeed become successful learners. In keeping with the Chula Vista Elementary School District core value, Rohr staff believes all students are unique, special, and individuals of great worth!

District Profile

Located between the City of San Diego and United States/Mexico International Border, the Chula Vista Elementary School District is the largest K-6 district in the state. The District currently serves more than 29,200 students. The District serves a community that features a blend of residential areas, recreational facilities, open space, and light industry. The District currently operates 45 elementary schools (including 5 dependent charter schools). In addition, two independent charter schools operate through CVESD. Five charter schools also enroll middle school students, and two of those serve high school students as well.

Students experience a rigorous 21st century learning environment that is rooted in effective teaching practices and high-quality instruction. Students receive an education that nurtures every child's imagination, intellect, and sense of inquiry. Working together, we will harness the potential of a collective intelligence rich with the imagination and creativity necessary for students to become difference makers in the community.

The student population is ethnically diverse and is composed of African-American (4%), Asian (3%), Filipino (11%), Latino/Hispanic (67%), other (1%), Pacific Islander (.6%), and White (14%). More than one-third of the students in the District are classified English Learners, and 45% qualify for free and reduced-priced meal programs.

LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

School districts are required to produce Local Control and Accountability Plans (LCAPs), demonstrating how increased resources are linked to meeting the needs of all students. In tandem, the funding formula and accountability plans increase local decision making authority while also enhancing transparency and accountability. Here's where our parents, teachers and students come into play. Together, they will help our schools determine academic priorities in support of student achievement. The state's shift to local control is very much aligned to how we have long operated in the Chula Vista Elementary School District, where student-based decision-making is an expectation. Now, we will have additional resources to help us close the achievement gap.

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 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 at (619) 420-5533 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	28
Grade 1	37
Grade 2	46
Grade 3	54
Grade 4	57
Grade 5	41
Grade 6	57
Total Enrollment	320

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.5
Asian	0.3
Filipino	4.7
Hispanic or Latino	85
Native Hawaiian or Pacific Islander	0.3
White	6.9
Two or More Races	0.3
Socioeconomically Disadvantaged	80
English Learners	40
Students with Disabilities	17.2
Foster Youth	1.9

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
Fred H. Rohr Elementary School	13-14	14-15	15-16
With Full Credential	17	13	15
Without Full Credential	0	1	0
Teaching Outside Subject Area of Competence		0	0
Chula Vista Elementary School District	13-14	14-15	15-16
With Full Credential	♦	♦	1237
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Fred H. Rohr Elementary School	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	1	0	0

* "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.

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	97.5	2.5
High-Poverty Schools	95.9	4.1
Low-Poverty Schools	99.7	0.3

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

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

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

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

Textbooks and Instructional Materials	
Year and month in which data were collected: July 2015	
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	GoMath K-6, English and Spanish. Adopted in 2015. 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: No Percent of students lacking their own assigned textbook: 0%

Student Wellness Information

The Chula Vista Elementary School District recognizes the link between student health and learning and is committed to providing a school environment that promotes student wellness, proper nutrition, nutrition education, and regular physical activity for all District students.

Our CVESD Wellness Committee consisting of principals, teachers, nurses, community organizations, parents, students and school food service professionals, was created to assist and advise the district on health related issues. It was with the assistance of this committee that our District's local wellness policy was revised (in May 2012). The wellness policy applies to every school in the District. The policy assists schools in improving the health of students by promoting physical activity and nutritious food. For more information on the District’s wellness policy visit www.cvesd.org/community/pages/wellness_policy.aspx.

Starting in 2010 and continuing biennially, CVESD has measured BMI (Body Mass Index) of all students to help inform our decisions around health and wellness. District maps were created to showcase the improved results and the need for continued efforts focused in this area. Teachers continue to document their completion of the required minutes for physical education with an emphasis on quality of instruction.

Our wellness policy supports healthy students by promoting non-food parties and celebrations and/or healthy nutritious food and snack choices. Assemblies for parents and students have been provided that include the recommended snack size and food choices.

Our School believes that school gardens promote a healthy nutrition environment which serves as a teaching tool to improve student healthy behaviors. Research shows that children who plant and harvest their own fruits and vegetables are more likely to eat them. A superb school garden was completed in December 2011 and expanded in spring 2013; lessons in the areas of health, ecology, science and math will be incorporated while growing fruits and vegetables.

Our School participates on a regular basis in the Safe Routes to School program promoting walking and biking to school as a safe, healthy, and family-friendly physical activity. In July 2011, a morning walking program was initiated and we have had strong results. We will conduct another Safe Routes to School program to the community in October 2015.

Students participate in 60 minutes or more a day in planned physical activities including physical education, walking/running programs, structured, recess activities and before and/or after-school programs. Our school believes for students to be successful learners they must be physically ready to learn. Grade levels teams have physical education exercise stations using Building Better Bodies Program. Finally, Rohr School has an after school flag football and cheerleader teams.

School Facility Conditions and Planned Improvements (Most Recent Year)

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.

A school garden was completed in December 2011 and expanded in 2013; it includes 7 fruit trees 17 planter boxes, composting, recyclable hand washing area, and shaded reading area. Additionally, a new computer lab was completed in September 2011 which includes 40 computer stations. Wireless computer connection in all school was installed in July 2012.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 1/14/2015				
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			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			KCR 503: 7 Light out Lounge: 7 light out
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			200 Boys RR: 8 Loose toilet seat 400 Girls RR: 8 Loose seat
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
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], Science California Standards Tests); and
- The percentage of pupils 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	37	55	44
Math	31	44	33

* 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 Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	33	40	54	66	71	67	59	60	56

* Results are for grades 5, 8, and 10. 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.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	14.60	31.70	43.90

* 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	67
All Student at the School	54
Male	56
Female	50
Black or African American	--
Filipino	--
Hispanic or Latino	48
White	--
Socioeconomically Disadvantaged	--
English Learners	25
Students with Disabilities	40
Foster Youth	--

* 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 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	51	49	96.1	45	20	16	16
	4	61	58	95.1	40	12	24	24
	5	42	42	100.0	40	19	29	12
	6	58	57	98.3	42	30	25	4
Male	3		24	47.1	58	21	8	8
	4		30	49.2	30	17	33	20
	5		28	66.7	50	14	29	7
	6		29	50.0	52	28	21	0
Female	3		25	49.0	32	20	24	24
	4		28	45.9	50	7	14	29
	5		14	33.3	21	29	29	21
	6		28	48.3	32	32	29	7

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Black or African American	3		3	5.9	--	--	--	--
	4		1	1.6	--	--	--	--
	5		3	7.1	--	--	--	--
	6		1	1.7	--	--	--	--
Asian	4		1	1.6	--	--	--	--
Filipino	3		1	2.0	--	--	--	--
	4		1	1.6	--	--	--	--
	5		2	4.8	--	--	--	--
	6		4	6.9	--	--	--	--
Hispanic or Latino	3		42	82.4	45	21	19	14
	4		52	85.2	42	12	27	19
	5		32	76.2	50	16	22	13
	6		49	84.5	45	33	22	0
Native Hawaiian or Pacific Islander	6		1	1.7	--	--	--	--
White	3		2	3.9	--	--	--	--
	4		3	4.9	--	--	--	--
	5		5	11.9	--	--	--	--
	6		2	3.4	--	--	--	--
Two or More Races	3		1	2.0	--	--	--	--
Socioeconomically Disadvantaged	3		41	80.4	49	20	15	15
	4		46	75.4	46	11	22	22
	5		32	76.2	50	19	25	6
	6		43	74.1	44	26	28	2
English Learners	3		20	39.2	60	25	10	5
	4		24	39.3	54	17	17	13
	5		16	38.1	75	13	13	0
	6		15	25.9	53	27	20	0
Students with Disabilities	3		14	27.5	86	14	0	0
	4		9	14.8	--	--	--	--
	5		7	16.7	--	--	--	--
	6		14	24.1	93	7	0	0
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics								
Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	51	49	96.1	49	20	18	12
	4	61	58	95.1	17	38	33	12
	5	42	42	100.0	50	29	14	7
	6	58	57	98.3	46	30	23	2
Male	3		24	47.1	63	17	8	13
	4		30	49.2	13	37	30	20
	5		28	66.7	57	21	18	4
	6		29	50.0	52	31	17	0
Female	3		25	49.0	36	24	28	12
	4		28	45.9	21	39	36	4
	5		14	33.3	36	43	7	14
	6		28	48.3	39	29	29	4
Black or African American	3		3	5.9	--	--	--	--
	4		1	1.6	--	--	--	--
	5		3	7.1	--	--	--	--
	6		1	1.7	--	--	--	--
Asian	4		1	1.6	--	--	--	--
Filipino	3		1	2.0	--	--	--	--
	4		1	1.6	--	--	--	--
	5		2	4.8	--	--	--	--
	6		4	6.9	--	--	--	--
Hispanic or Latino	3		42	82.4	45	24	21	10
	4		52	85.2	19	37	33	12
	5		32	76.2	53	28	9	9
	6		49	84.5	49	29	22	0
Native Hawaiian or Pacific Islander	6		1	1.7	--	--	--	--
White	3		2	3.9	--	--	--	--
	4		3	4.9	--	--	--	--
	5		5	11.9	--	--	--	--
	6		2	3.4	--	--	--	--
Two or More Races	3		1	2.0	--	--	--	--

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Socioeconomically Disadvantaged	3		41	80.4	54	17	22	7
	4		46	75.4	20	35	37	9
	5		32	76.2	59	28	9	3
	6		43	74.1	44	33	21	2
English Learners	3		20	39.2	55	25	15	5
	4		24	39.3	21	38	38	4
	5		16	38.1	75	19	6	0
	6		15	25.9	47	40	13	0
Students with Disabilities	3		14	27.5	100	0	0	0
	4		9	14.8	--	--	--	--
	5		7	16.7	--	--	--	--
	6		14	24.1	93	7	0	0
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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

Contact person: Rosalba Ponce

Contact Person Phone Number 619-420-5533

Research shows a high correlation between parent involvement and effective schools. Rohr staff encourages parents to visit and become active in school. Rohr School is a school on the move with active PTA, ELAC and SSC supportive parent groups. During the past school year, the staff and PTA worked hard to increase parent involvement by bringing 20 Chula Vista Collaborative Parent meetings to the site which included topics on Nutrition and Positive Parenting, Anger Management and Health. The staff conducted ongoing early literacy sessions, had an outstanding Accelerated Readers in-service, promoted a Harvest Festival and various family oriented events. Parents were also encouraged to send their children to school regularly and on time. The principal conducted parent engagement sessions to discuss topics of interest relevant to school attendance, budget, student academic achievement and English Learner instructional needs in the ELAC and SSC meetings.

Student performances such as the 6th grade play, and holiday Sing A Longs, Dance Festival were conducted in order to promote more on site parent participation.

Parents are encouraged to call 619-420-5533 in order to find out more about becoming involved in school activities. Spanish translation is also available for parents and guardians. Monthly parent newsletters and weekly automated phone calls are made to the households to keep parents informed.

State Priority: School Climate

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

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

School Safety Plan

The SSC approved the Safety and Site Emergency Plans on September 2015. Student safety and well being are promoted by the following activities which include and are not limited to emergency, fire, and evacuation drills, drug and alcohol prevention programs, and child abuse awareness programs for students and parents. Playground supervision by both certified and classified staff, and continued utilization of the Safety Patrol to monitor students' movement across busy intersections, play a key role in maintaining discipline and safety on campus. The student Peace Patrol (consisting of select groups of upper grade students in grades four through six), is trained in Conflict Resolution techniques. The Peace Patrol helps monitor and resolve conflict between students on campus before, during recess periods, and at the end of the school day. Teachers are encouraged to use the Second Steps (K-6) and Too Good for Drugs (4-6) curriculum, which promotes and assists students with techniques for dealing with a number of different emotions and conflict resolution. The school psychologist and social worker conduct weekly social growth groups for recommended students and a SDSU intern provides additional sessions under their supervision. The principal conducts classroom visit and assemblies for all students, where expectations for student behavior and school wide rules are reviewed. Students who have made progress in academics and citizenship are recognized as quarterly assembly.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	0.49	0.79	0.00
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	0.68	0.79	0.65
Expulsions Rate	0.00	0.01	0.00
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

2015-16 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 3	Year 1
Number of Schools Currently in Program Improvement	16	
Percent of Schools Currently in Program Improvement	43.2	

Average Class Size and Class Size Distribution (Elementary)												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	20	18	21	1	2		1		1			
1	22	23	21	1			1	2	1			
2	23	25	22				2	2	2			
3	22	26	22				2	2	2			
4	24	29	27				2	1	2			
5	28	27	30				2	2	1			
6	22	25	24	1	1	1	2	2	2			
Other	10	13	18	1	1	1			1			

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)	0.5
Psychologist	0.7
Social Worker	0
Nurse	0.5
Speech/Language/Hearing Specialist	1
Resource Specialist	1
Other	1.5
Average Number of Students per Staff Member	
Academic Counselor	0

* 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.

Professional Development provided for Teachers

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

A system for teacher collaboration provides teachers with the opportunity to organize; analyze literacy data and then design standards based instruction that address the student's academic needs. During the 2012-13 school year, the Kinder-2nd grade teachers started using the Common Core Curriculum Standards literacy material. This material consisted of books that are used to develop units of study using the new Common Core Standards. Last year, 2014-15 the school had an intensive professional training that focused on English Language Arts, specifically for English Learners (Wilda Storm Literacy Training). This year, we have expanded the same training focus and added in classroom modeling and coaching to solidify the information. With the adoption of a new math series, the district has provided teachers GoMath summer inservices and the district resource teacher will provide support throughout the year for the staff.

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

- The school's primary professional development focus was on the reading and writing differentiated instruction for all students.
- The kinder-2nd grade teachers had 2 days of professional development on differentiation.
- the school's secondary focus emphasizing vocabulary development.
- Gradual Release of Responsibility Training, including content and language objectives.
- Instructional Leadership Team, focusing on reading and writing.
- Math routines- assisting students to be flexible thinkers of math which will lead to the standards of algebra.
- Technology training consisted of SuccessMaker, Accelerated Reader, Achieve 3000, Imagine Learning and TenMarks software.
- Edmodo was introduced to the staff in May 2012, the platform is used to do paperless instruction.
- Step Up to Writing Program Training was conducted during four sessions.

The Rohr teachers participated in professional development through staff development activities in the areas of Language Arts, English Language Development and Math; subgroup focus is Students with Disability and English Learners. The teachers received training on the Common Core Standards, the school will emphasize the following anchor standards- #1, #10 in reading and will instruct students on a new practice titled 'close reading'.

The teachers also studied about the Common Core Math Standards and focused on the 'eight mathematical practices'.

During the 2012-13, the kinder-2nd grade teachers started using the Common Core Curriculum Standards material. This material consists of books that the teachers use to design 6 units of study for the year's literacy instruction using the new Common Core Standards.

The school was awarded an Early Intervention for School Success (EISS) grant in the spring 2013-2015, this 2 year grant provided opportunities for the teachers to collaborate on research, pedagogy, and best practices to assist the young children. The grant allowed for 2 days in the summer of 2013 for training on the five dimensions of child development: social, emotional, cognitive, language, and physical.

Professional development plans for the 2015-16 school year include: Wilda Storm Literacy Training, English Language Development, GoMath, SIPPS phonics, and Achieve3000.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,557	\$43,091
Mid-Range Teacher Salary	\$65,715	\$70,247
Highest Teacher Salary	\$87,533	\$89,152
Average Principal Salary (ES)	\$115,846	\$112,492
Average Principal Salary (MS)		\$116,021
Average Principal Salary (HS)		\$117,511
Superintendent Salary	\$228,800	\$192,072
Percent of District Budget		
Teacher Salaries	42%	41%
Administrative Salaries	5%	6%

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

Types of Services Funded

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

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, the county, and the state. 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.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	9,742.74	3,129.37	6,613.37	75,153
District	♦	♦	5,986.18	\$67,803
State	♦	♦	\$5,348	\$72,993
Percent Difference: School Site/District			10.5	10.8
Percent Difference: School Site/ State			23.7	3.0

* Cells with ♦ do not require data.