

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>

2015-16 School Accountability Report Card Published During the 2016-17 School Year



Chula Vista Elementary School District

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District Governing Board

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District Administration

Francisco Escobedo, Ed.D.

Superintendent

Jeffrey Thiel

Assistant Superintendent, Human Resources Services and Support

Oscar Esquivel

Assistant Superintendent, Business Services and Support

Matthew Tessier

Assistant Superintendent, Innovation and Instruction Services and Support

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. 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 was completed at the school. The school was selected in July 2015 as a recipient of the VH1 Save The Music Foundation Grant and with the support of the San Diego Youth 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's core value, Rohr staff believes all students are unique, special, and individuals of great worth!

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.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	47
Grade 1	24
Grade 2	38
Grade 3	51
Grade 4	56
Grade 5	58
Grade 6	45
Total Enrollment	319

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.4
American Indian or Alaska Native	0
Asian	0.3
Filipino	4.1
Hispanic or Latino	85.9
Native Hawaiian or Pacific Islander	0
White	6
Two or More Races	0.3
Socioeconomically Disadvantaged	77.4
English Learners	43.6
Students with Disabilities	16.3
Foster Youth	0.6

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	14-15	15-16	16-17
With Full Credential	13	15	16
Without Full Credential	1	0	1
Teaching Outside Subject Area of Competence	0	0	NA
Chula Vista Elementary School District			
14-15	15-16	16-17	
With Full Credential	♦	♦	1268
Without Full Credential	♦	♦	16
Teaching Outside Subject Area of Competence	♦	♦	NA

Teacher Misassignments and Vacant Teacher Positions at this School			
Fred H. Rohr Elementary School	14-15	15-16	16-17
Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	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

2015-16 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	96.4	3.6
High-Poverty Schools	95.0	5.0
Low-Poverty Schools	98.4	1.6

* 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 2016-17)

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: January 2017

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p>	<p>Houghton Mifflin Reading K-6 and Houghton Mifflin Lectura K-6 Spanish. Adopted in 2002-03.</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
<p>Mathematics</p>	<p>GoMath K-6, English and Spanish. Adopted in 2015.</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
<p>Science</p>	<p>Houghton-Mifflin Science series for Kindergarten to Sixth Grade English and Spanish. Adopted Spring 2008.</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
<p>History-Social Science</p>	<p>Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish). Adopted Spring 2007.</p> <p>The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0%</p>

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 throughout the school was installed in July 2012.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 5/20/2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			601 RSP: very warm; outside - ramp hand rails need to be painted
Interior: Interior Surfaces	X			503: handles missing on sink cabinet
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			206 CR: 1 stained ceiling tile; 5 lamps out 300 Boiler Room: needs to be swept out 306 CR: carpet spotted 403 CR: carpet spotted 404 CR: carpet stained; 1 lamp out; classroom has 2 microwaves and 1 fridge 406 CR: carpet stained Lower Play Toy: cobwebs Upper Play Toy: asphalt has large cracks near tether ball poles; paint peeling; cobwebs; paint curb step yellow near armp
Electrical: Electrical			X	201 CR: 1 lamp out 202 CR: 3 lamps out 206 CR: 1 stained ceiling tile; 5 lamps out 301 CR: 2 lamps out 303 CR: 2 lamps out; 1 unmarked spray bottle 304 CR: 2 lamps out; fountain low 305 CR: 2 lamps out 401 CR: 3 lamps out 402 CR: 1 lamp out 404 CR: carpet stained; 1 lamp out; classroom has 2 microwaves and 1 fridge 407 Center Work Room: 2 lamps out 500 Work Room: 3 lamps out 501 Kinder: 1 lamp out outside restroom; pencil sharpener missing shaving housing Lounge: 2 lamps out MP: 4 lamps out; left stairs blocked
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			204 CR: fountain low 205 CR: fountain handle comes off; 1 household cleaner 304 CR: 2 lamps out; fountain low 400 Boys RR: sinks need chaulking
Safety: Fire Safety, Hazardous Materials	X			205 CR: fountain handle comes off; 1 household cleaner 303 CR: 2 lamps out; 1 unmarked spray bottle 408 Work Room: fire extinguisher blocked MP: 4 lamps out; left stairs blocked
Structural: Structural Damage, Roofs	X			

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 5/20/2016

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				601 RSP: very warm; outside - ramp hand rails need to be painted Lower Playground: asphalt needs patching and resurfacing - trip hazard Main Office: areas around flagpole - asphalt has large cracks - trip hazard Upper Play Toy: asphalt has large cracks near tether ball poles; paint peeling; cobwebs; paint curb step yellow near armp Upper Playground: asphalt at four square - trip hazard
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

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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	40	54	53	71	67	62	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	26.7	26.7	26.7

* 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 for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	38	49	55	62	44	48
Math	31	40	43	48	34	36

* 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	61	60	98.4	53.3
Male	30	29	96.7	65.5
Female	31	31	100.0	41.9
Hispanic or Latino	53	52	98.1	53.9
Socioeconomically Disadvantaged	48	47	97.9	51.1
English Learners	19	18	94.7	38.9

* 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 2015-16 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 Met or Exceeded
All Students	3	52	51	98.1	51.0
	4	54	54	100.0	42.6
	5	61	60	98.4	50.0
	6	45	45	100.0	53.3
Male	3	24	24	100.0	50.0
	4	31	31	100.0	22.6
	5	30	29	96.7	55.2
	6	30	30	100.0	43.3
Female	3	28	27	96.4	51.9
	4	23	23	100.0	69.6
	5	31	31	100.0	45.2
	6	15	15	100.0	73.3
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Filipino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Hispanic or Latino	3	43	42	97.7	47.6
	4	48	48	100.0	43.8
	5	53	52	98.1	48.1
	6	34	34	100.0	55.9

**School Year 2015-16 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 Met or Exceeded
White	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Two or More Races	4	--	--	--	--
Socioeconomically Disadvantaged	3	39	38	97.4	47.4
	4	43	43	100.0	39.5
	5	48	47	97.9	46.8
	6	32	32	100.0	50.0
English Learners	3	27	26	96.3	30.8
	4	20	20	100.0	30.0
	5	19	18	94.7	11.1
	6	12	12	100.0	16.7
Students with Disabilities	3	11	10	90.9	20.0
	4	19	19	100.0	15.8
	5	--	--	--	--
	6	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments. 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 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 2015-16 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 Met or Exceeded
All Students	3	52	51	98.1	41.2
	4	54	54	100.0	49.1
	5	61	59	96.7	33.9
	6	45	45	100.0	37.8
Male	3	24	24	100.0	50.0
	4	31	31	100.0	33.3
	5	30	29	96.7	41.4
	6	30	30	100.0	30.0

School Year 2015-16 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 Met or Exceeded
Female	3	28	27	96.4	33.3
	4	23	23	100.0	69.6
	5	31	30	96.8	26.7
	6	15	15	100.0	53.3
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Filipino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Hispanic or Latino	3	43	42	97.7	38.1
	4	48	48	100.0	47.9
	5	53	51	96.2	31.4
	6	34	34	100.0	32.4
White	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Two or More Races	4	--	--	--	--
Socioeconomically Disadvantaged	3	39	38	97.4	36.8
	4	43	43	100.0	47.6
	5	48	46	95.8	30.4
	6	32	32	100.0	31.3
English Learners	3	27	26	96.3	26.9
	4	20	20	100.0	30.0
	5	19	17	89.5	17.6
	6	12	12	100.0	8.3
Students with Disabilities	3	11	10	90.9	20.0
	4	19	19	100.0	21.1
	5	--	--	--	--
	6	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments. 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 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 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 (School Year 2016-17)

Contact person: Principal Michael A. Perez

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. This year our goal is create activities that will promote the school and home connection. We have created numerous school events such as movie night, school camp out, and parent workshops that will serve this purpose. The staff and the PTA has made it a goal to promote school attendance by recognizing classrooms and students that maintain perfect attendance. The principal has conducted coffee with the principal sessions to discuss topics of interest relevant to school attendance, budget, student academic achievement and English Learner instructional needs in the ELAC and SSC meetings.

Student performances such as the 6th grade play, and holiday Sing A Longs, and Dance Festival were conducted in order to draw more parent participation as well as foster students interest in the performing arts.

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 2016. 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 visits, and with staff holds 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 at the quarterly assembly.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	0.8	0.0	1.7
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	0.8	0.7	0.6
Expulsions Rate	0.0	0.0	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
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.

2016-17 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	

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)	.5
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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	18	21	21	2				1	1			
1	23	21	21				2	1	1			
2	25	22	22				2	2	2			
3	26	22	22				2	2	2			
4	29	27	27				1	2	2			
5	27	30	30				2	1	1			
6	25	24	24	1	1	1	2	2	2			
Other	13	18	18	1	1	1		1	1			

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 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 2015-16 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 State Standards. Last year, 2015-16, 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 Problem solving and the use of the math teaching standards are being reviewed and applied.
- 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.

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 2015-16, 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 State Standards. This year teachers have participated in 1.5 days of physical education professional development to improve the quality of instruction.

Professional development plans for the 2016-17 school year include: Wilda Storm Literacy Training, English Language Development, GoMath, SIPPS phonics, and Achieve3000, along with math problem solving techniques.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,210	\$44,573
Mid-Range Teacher Salary	\$69,717	\$72,868
Highest Teacher Salary	\$92,864	\$92,972
Average Principal Salary (ES)	\$122,938	\$116,229
Average Principal Salary (MS)		\$119,596
Average Principal Salary (HS)		\$121,883
Superintendent Salary	\$252,443	\$201,784
Percent of District Budget		
Teacher Salaries	39%	39%
Administrative Salaries	5%	5%

* 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 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 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.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	11,822.39	3,839.84	7,982.55	79,386
District	♦	♦	6,990.07	\$71,827
State	♦	♦	\$5,677	\$75,137
Percent Difference: School Site/District			14.2	10.5
Percent Difference: School Site/ State			40.6	5.7

* Cells with ♦ do not require data.