



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>

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



Chula Vista Elementary School District

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Description

Fred H. Rohr School is one of 49 schools in the Chula Vista Elementary School District, including charters. Rohr 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. 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. In addition, Rohr has added iReady, a digital resource to support math instruction.

Rohr has embarked on a three year Professional Learning Cycle focused on creating a balanced literacy program. The Learning Cycles will include shared reading, guided reading and reading aloud. The professional learning cycle will deepen the understanding of reading instruction to positively impact our school community.

During the fall of 2018, Rohr staff initiated a process to review and rewrite the schools Vision and Mission Statements.

Vision

The Rohr Community is committed to creating a challenging and nurturing environment where all students are valued, loved, and respected. Through the cooperative efforts of staff, students evolve into innovative thinkers, socially responsible citizens and lifelong learners who positively influence the world around them.

Mission

Each day the Rohr Community will provide a safe and nurturing learning community for each individual child to grow and flourish. All educators will model, instruct, and provide rigorous instruction to all students in all content areas.

The teachers and staff believe that the basic values of Respect, Responsibility, and Safety 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 <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	47
Grade 1	46
Grade 2	48
Grade 3	35
Grade 4	46
Grade 5	48
Grade 6	57
Total Enrollment	327

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.4
American Indian or Alaska Native	0.3
Asian	0.3
Filipino	4.3
Hispanic or Latino	86.5
Native Hawaiian or Pacific Islander	0.0
White	4.9
Socioeconomically Disadvantaged	84.7
English Learners	45.3
Students with Disabilities	20.5
Foster Youth	1.8

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			
Fred H. Rohr Elementary School	16-17	17-18	18-19
With Full Credential	16	15	15
Without Full Credential	1	1	1
Teaching Outside Subject Area of Competence	NA		
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			
Fred H. Rohr Elementary School	16-17	17-18	18-19
Teachers of English Learners	0		
Total Teacher Misassignments	0		
Vacant Teacher Positions	0		

* 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 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
Reading/Language Arts	Benchmark Advance. 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%

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

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.

This year we have updated the document projectors in each of the classrooms.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 12/19/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	200 Boys RR: Handicap grab bar loose, toilet paper holder loose, dirty doors, 1 light out, behind bathroom door tile has a hole. 201 CR: 3 lights out, stains on carpet 206 CR: 1 stained ceiling tile 300 Men's RR: holes on ceramic tile, toilet seat loose. 303 CR: Cover base loose, sink fountain gets stuck. 304 CR: stained ceiling tile 400 Girls RR: Doors dirty on stalls. 404 CR: Stains on carpet, ceiling stains. 405 CR: 2 lights out, light fixture loose, pencil sharpener missing cover, stains on carpet. 406 CR: Sink door broken, bottom plastic separating, stains on carpet. 502 Kinder: Lunch arbor wood peeling and needs paint 601 RSP: outside - ramp hand rails need to be painted, stained ceiling tile, 2 lights out. Kitchen: By electrical cover wall needs fixing, window missing a piece of glass, cracks on walls and ceiling, sink needs caulking, facial on counter piece broken. Library: stained ceiling tile Principal's Office: Bookcase not attached to wall.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 12/19/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Electrical: Electrical	Fair	201 CR: 3 lights out, stains on carpet 202 CR: Ceiling tile off grid, 5 lights out. 203 CR: 4 lights out. 204 CR: 2 lights out. 205 CR: 3 lights out. 209 Teacher Collaboration: 2 lights out. 306 CR: 1 light out. 400 Storage: Expose wiring on ceiling, cobwebs, light switch hole to big. 403 CR: 4 lights out. 405 CR: 2 lights out, light fixture loose, pencil sharpener missing cover, stains on carpet. 409 Book Room: 2 lights out 500 Work Room: 1 light out. 501 Kinder: cleaners under sink, 4 lights out, pencil sharpener cover missing. Health: Outlet cover missing. Kitchen: By electrical cover wall needs fixing, window missing a piece of glass, cracks on walls and ceiling, sink needs caulking, facial on counter piece broken.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	200 Boys RR: Handicap grab bar loose, toilet paper holder loose, dirty doors, 1 light out, behind bathroom door tile has a hole. 200 Girls RR: #2 sink needs re caulking 303 CR: Cover base loose, sink fountain gets stuck. 406 CR: Sink door broken, bottom plastic separating, stains on carpet. 503: handles missing on sink cabinet, rust holes in ramp, ceiling tile in RR sagging, light panel out.
Safety: Fire Safety, Hazardous Materials	Good	408 Work Room: fire extinguisher blocked 501 Kinder: cleaners under sink, 4 lights out, pencil sharpener cover missing. MP: left stairs blocked ,breezeway wood damage, 23 lights out.
Structural: Structural Damage, Roofs	Good	

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12/19/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	204 CR: 2 lights out. 502 Kinder: Lunch arbor wood peeling and needs paint Lower Playground: asphalt needs patching and resurfacing - trip hazard , bench behind backstop broken
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	49.0	44.0	62.0	65.0	48.0	50.0
Math	39.0	32.0	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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	184	182	98.91	43.96
Male	93	91	97.85	37.36
Female	91	91	100.00	50.55
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	159	157	98.74	42.68
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	156	154	98.72	42.86
English Learners	94	93	98.94	39.78
Students with Disabilities	49	48	97.96	8.33
Foster Youth	--	--	--	--

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

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

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

School Year 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	184	182	98.91	32.42
Male	93	91	97.85	27.47
Female	91	91	100	37.36
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	159	157	98.74	31.21
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	156	154	98.72	29.87
English Learners	94	93	98.94	27.96
Students with Disabilities	50	48	96	10.42
Foster Youth	--	--	--	--

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

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

Contact person: Principal Mrs. Erin Williamson

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. Our district goal of building relationships fits right in with the desire of Rohr staff to form a lasting relationship with parents to promote student success.

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 State priority: School Climate (Priority 6):

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

School Safety Plan

The School Safety Plan was shared with the Rohr Community throughout the fall of 2018.

Coffee with the Principal on September 6, 2018 discussing safety at school and in the parking lot. The community was invited to the event via the school messenger phone call on September 5, 2018, the school blog post for the week of September 3, 2018, the date was listed on the school marquee starting on September 4, 2018-September 6, 2018, and a flyer was sent home about the meeting August 31, 2018. All communication was provided in both English and Spanish to ensure appropriate avenues were utilized to reach the community. In addition, the plan was reviewed with at the PTA general meeting on October 11, 2018. At this time parents were given an opportunity to provide feedback and solicit input on the safety plan. The PTA meeting date was posted on the school blog on October 9 and a phone call reminder about the meeting went out on October 11 to all families.

The SSC approved the Safety and Site Emergency Plans on September 2018. 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 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. This year our staff and parent advisory group has spent countless hours updating our disaster emergency supplies and in updating our plan.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	1.7	1.7	2.0
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)	.5
Library Media Services Staff (Paraprofessional)	0.5
Psychologist	0.8
Social Worker	0
Nurse	0.5
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	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+		
	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	24	14	17		3	3	2					
1	21	20	22		2		1		2			
2	19	23	26	2				1	1			
3	24	20	25		1		2		2			
4	14	28	20	1		1	1	2	1			
5	28	21	29		1		2	2	2			
6	24	23	15	1	1	2	2	2	2			
Other	12	9		1	1							

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

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 School 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 2016-2017 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 2016-2017, 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 2017-18 school year include: Wilda Storm Literacy Training, English Language Development, GoMath, SIPPS phonics, and Achieve3000, along with math problem solving techniques.

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/.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$11,807.45	\$3,635.89	\$8,171.56	\$74,371.00
District	♦	♦	\$166,094.33	\$77,385
State	♦	♦	\$11,548	\$80,910
Percent Difference: School Site/District			-200.0	3.0
Percent Difference: School Site/ State			21.7	-5.2

* 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

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, one additional day of Psychologist services, 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.

The Rohr School Site Council approved the hiring of an Instructional Assistant to provide targeted and specific early reading skills to identified students. The Instructional Assistant will use SIPPS to provided focused early literacy skills throughout the day. In addition, SIPPS will be part of the daily instruction in classrooms.

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.